

Chapter One

Introduction

1.1 Background to the study

Work engagement has become a widely researched area of human resource management due to its importance in contemporary organisational and institutional practices. This importance stems from the major role employees play as antecedents to institutional outcomes, such as employee productivity, turnover, competitive advantage, reduced absenteeism, and improved adaptability to organisational change. Work engagement is defined as the involvement and enthusiasm of employees in their work and workplace. In other words, work engagement refers to the level of enthusiasm, dedication, and absorption employees exhibit toward their jobs. For office administrators who play a pivotal role in the smooth functioning of academic institutions, their level of work engagement directly influences the efficiency, effectiveness, and professional image of the university. Office administrators are active participants in all institutional activities, acting as planners, actors, and key figures in realizing institutional goals and objectives. These goals are unattainable without active employee involvement, even with sophisticated tools. Therefore, universities view office administrators as valuable assets whose skills, knowledge, and abilities can be utilized to sustain global competitiveness if they are work-engaged¹.

An engaged employee understands the organizational environment and collaborates with team members to enhance job performance in support of the organisation's goals. Office administrators who are engaged in their work are also more likely to feel

valued by their employer, boosting their morale and leading to higher job satisfaction. An engaged employee understands the business environment and collaborates with others to enhance job performance in ways that support the organisation. To sustain this, the organisation must actively foster and cultivate engagement, which depends on a reciprocal relationship between employer and employee. Engaged office administrators consistently demonstrate three general behaviours which result in job satisfaction as well as improve institutional performance; *Say* which means, the employee advocates for the organisation to co-employees and refers potential employees and stakeholders. *Stay*, which means the employee shows a strong commitment to remain part of the organisation, even when alternative job opportunities are available. *Strive* which means the employee exerts extra time, effort and initiative to contribute to the success of the organisation.

When organisations pay special emphasis on providing employees with internal career opportunities, proper training programmes, security for employment, clear job descriptions, and promoting participative decision-making, employees engage themselves more at the workplace, as such when office administrators perceive positive levels of organisational collaboration, they are intrinsically encouraged towards exerting considerably higher levels of effort².

Office administrators in universities are typically responsible for a broad range of tasks, including documentation, scheduling, coordination of meetings, communication with internal and external stakeholders, and maintaining records. Given these multifaceted duties, high levels of work engagement are essential. Engaged office administrators are more likely to be proactive, attentive to detail, and

committed to excellence in service delivery. They help maintain academic calendars, manage faculty support systems, and ensure that university processes run smoothly functions that are critical to the daily operations of any academic institution³.

It is evident that modern organisations place strong emphasis on achieving high productivity and fostering engagement that aligns with their overall strategic goals. This perspective highlights the need for organisations to understand how employees perceive and interpret daily engagement initiatives in order to remain competitive and navigate today's uncertain business environment.

Research indicates that workplace engagement is not always as favorable as previously assumed, since it can both influence and be influenced by organisational elements such as leadership, reward structures, and the overall work environment. Moreover, excessively high engagement may create challenges, raising doubts about the consistency and dependability of engagement in delivering positive outcomes for employees. Halbesleben further emphasized that many organisations pursue higher productivity and intensified workloads without providing employees with commensurate rewards⁴. Measures such as vigor to work, dedication to work and absorption in work are used to explain work engagement which were got from burnout-engagement continuum theory⁵.

Vigor to work refers to high level of energy, mental resilience, and persistence that an employee brings to their job. Vigor is a critical factor influencing the productivity and efficiency of office administrators. These professionals play essential roles in the coordination of academic and administrative activities, managing records, supporting faculty, and facilitating communication within and outside the institution. Their

performance significantly impacts on the overall functioning and image of the university. For office administrators, who often handle repetitive tasks, tight deadlines, and multitasking responsibilities, vigor to work is not just a desirable trait but a necessity. In universities across Osun State, office administrators who exhibit vigor to work are more likely to demonstrate sustained attention to detail, timely execution of tasks, and a proactive attitude toward problem-solving. Their energetic approach enhances communication flow, ensures smoother office operations, and contributes to a professional and welcoming administrative environment⁶.

Dedication to work reflects an employee's sense of significance, enthusiasm, pride, and deep involvement in their work. Dedication to work goes beyond mere job satisfaction; it embodies a strong emotional connection to one's role, a passion for achieving goals, and a belief in the value of one's contribution. For office administrators, this means approaching their daily responsibilities such as scheduling, documentation, communication, and record management with seriousness, integrity, and a sense of purpose. Dedicated office administrators are often those who see their work as vital to the success of the institution. They go the extra mile to ensure that faculty requests are processed promptly, that students are attended to with care and professionalism, and that administrative processes run efficiently. Their dedication to work translates into dependability, which is essential in environments that often require multitasking and coordination between academic and administrative departments⁷.

Absorption in work refers to an employee's full concentration, deep involvement, and immersion in their work. Absorption in work manifests in the ability to focus on tasks

with minimal distraction, maintain attention to detail, and carry out responsibilities with a sense of time flowing effortlessly, a state often described as being "in the zone." Administrators who are absorbed in their work are more likely to complete assignments accurately, manage time effectively, and provide quality support to faculty, students, and university management. The presence of absorption as a marker of work engagement signals that an office administrator not only performs their duties diligently but also finds personal interest and cognitive involvement in their role. Such employees often report losing track of time while working, indicating their commitment and satisfaction. They are less likely to engage in counterproductive behaviour or require constant supervision because their deep focus drives self-regulation and accountability⁷. One of the factors that could influence work engagement of office administrator is ICT use.

Information and communications technologies (ICTs) have assumed a significant role in all organisations today, irrespective of their sizes. They have highly affected the way businesses are run and have changed the operational activities of many organisations including their organisation structures and the degree of competition they face, whether legal, medical, social oriented or business. Access to and use of ICTs enables entrepreneurs to operate with a competitive edge by providing better services to their customers. Information and Communication Technology is the backbone of the knowledge based economy and an important tool for promoting economic growth and sustainable business management in any economy. Entrepreneurship on the other hand can be regarded as a critical engine that triggers economic growth and development, job creation and improved products and services.

It is characterised by high knowledge asymmetry. ICT can, therefore, be used to reduce this inequality as well as the attendant high costs of information search. The world is becoming more and more computerised and only entrepreneurs who are proficient in the use of ICTs will get along with global trends⁸.

Information Communication Technology use refers to the integration and application of computing, telecommunications, and data management systems in the creation, storage, processing, and transmission of information. In the modern administrative environment, particularly within educational institutions such as universities, ICT plays a transformative role in shaping how office administrators perform their duties. The concept of ICT use by office administrators encompasses the tools, systems, and digital competencies required to manage information and communication tasks effectively and efficiently. Office administrators serve as the operational backbone of universities, handling a wide array of administrative functions including document management, communication facilitation, data entry, scheduling, and reporting. The use of ICT enables them to carry out these tasks with greater speed, accuracy, and coordination. In universities, where administrative efficiency is often linked to the institution's reputation and student satisfaction, ICT usage becomes an indispensable element of day-to-day operations⁹.

Key Information Communication Technology tools used by office administrators include word processing software, spreadsheets, email systems, databases, document management systems, enterprise resource planning (ERP) tools, and cloud storage platforms. These technologies streamline administrative workflows, minimize manual errors, and enhance collaboration among staff and departments. For instance, with

email and messaging apps, communication is faster and more traceable; with digital scheduling tools, appointments and meetings can be better coordinated; and with cloud-based document storage, access to records becomes easier and more secure. The use of ICT also supports data-driven decision-making. Office administrators can use data management tools to track academic records, staff attendance, inventory, and budget usage enabling more informed planning and reporting which could in turn make them to be well-engaged with their work⁹.

Moreover, the integration of ICT into administrative work reduces dependency on paper-based systems, contributing to a more sustainable and organized work environment. However, effective ICT use requires adequate training, regular updates, and institutional support which could make office administrators to be engaged with their work. In some universities, gaps in digital literacy, limited access to modern infrastructure, or lack of technical support can hinder administrators from fully utilizing ICT. Therefore, ongoing capacity building and investment in up-to-date technologies are essential to maximize the benefits of ICT in administration¹⁰. Some of the measures of ICT use include perceived usefulness and perceived ease of use which were adopted from technology acceptance model¹⁰.

Perceived usefulness refers to the extent to which an individual believes that using a particular technology will enhance their job performance. In other words, it is the subjective perception of users where they believe that using certain technologies can improve the performance of their work in terms of efficiency and effectiveness. The dimensions of perceived usefulness cover perceptions that using the system would make job easier, increase productivity, enhance work effectiveness, improve work

engagement, and help to get raises, promotions, bonuses, and other rewards. Office administrators who recognize the practical value of ICT are more engaged, efficient, and proactive in their roles. They are likely to take the initiative in using digital tools for scheduling, record-keeping, correspondence, and academic support services. Nevertheless, when the management of universities do not properly communicate or demonstrate how the adopted technology improves effectiveness and efficiency in line with the job roles of office administrators, there could be a bound to be a reduction in work engagement¹¹.

Perceived ease of use refers to the degree to which an individual believes that using a particular system or technology will be free from effort. Perceived ease of use not only affects initial adoption but also influences long-term engagement with technology. In universities in Osun State, for instance, office administrators are expected to handle multiple responsibilities including managing records, supporting academic departments, processing student information, and facilitating communication. If the ICT tools provided for these functions are easy to learn and operate, administrators are more confident in using them, leading to greater efficiency and high work engagement¹¹.

Organisational support refers to the degree to which employees believe that their organisation values their contributions and cares about their well-being. The sources of organisational support lie in the favourable treatment attributed to the organisation as a whole. Many studies advocate that when employees perceive organisation and its agents as great support, they feel obligated to avail themselves in role performance. Office administrators are the linchpins of university operations. They handle vital

tasks such as documentation, communication, coordination of meetings, data management, and general administrative services. For these administrators to perform effectively, organisational support is essential not just in material terms (such as tools, training, and resources), but also in emotional and professional dimensions (such as recognition, encouragement, and fair treatment)¹².

In universities, where administrative staff often face high workloads and must adhere to strict institutional policies, organisational support becomes a critical factor influencing job satisfaction, engagement, and retention. When administrators feel supported, through training opportunities, clear communication, equitable workloads, and access to necessary ICT tools they are more likely to show commitment, initiative, and high performance. institutions that prioritize organisational support are more likely to experience smooth administrative operations and retain skilled staff. Office administrators who perceive a high level of organisational support are generally more engaged, loyal, and effective in their roles¹². Some of the measures of organisational support are fairness in workplace, supervisor support and organisational reward and were adopted from perceived organisational support theory¹³.

Fairness in workplace refers to the perception of how office administrators were treated justly and their responsibility to act impartially in the execution of their duties. Fairness in workplace goes beyond legal compliance or policy documentation; it is about everyday experiences in the workplace. It includes being treated with respect, receiving equal access to resources, being acknowledged for one's contributions, and having their concerns taken seriously. When administrators perceive that they are being treated fairly, they are more likely to trust leadership, feel valued, and

demonstrate greater organisational commitment and be well engaged with their work¹⁴.

Supervisor support refers to the extent to which office administrators perceive their immediate supervisors as being approachable, helpful, and concerned about their well-being and professional development. Office administrators are central to daily operations handling student records, managing official correspondence, scheduling meetings, and supporting academic departments. Their efficiency and morale are often influenced by how they are treated by their supervisors, who are usually departmental heads or senior administrative officers. Supportive supervisors help create a positive work climate by fostering trust, encouraging open communication, and acknowledging efforts. Conversely, poor supervisory support can lead to stress, job dissatisfaction, and work disengagement¹⁴.

Organisational rewards encompass both tangible and intangible benefits offered by an institution to acknowledge employees' efforts, contributions, and performance. Organisational rewards play a crucial role in shaping their motivation, job satisfaction, and commitment to their roles. rewards go beyond just salary they include promotions, bonuses, public recognition, professional development opportunities, flexible work arrangements, and even verbal appreciation. These rewards signal that the administrators' work is not only noticed but also valued by the institution. That is, when office administrators are well-rewarded by their institutions, they tend to be more committed to their work which could in turn enhance their productivity and thus make them to be meaningfully engaged¹⁵. In spite of the various studies that have been conducted on work engagement of office administrators, no study has examined

the influence of ICT use and organisational support on work engagement of office administrators in universities in Osun State, Nigeria. This is the gap this study intends to fill.

1.2 Statement of the Problem

In tertiary institutions, the quality of administrative services has a direct bearing on the operational efficiency of universities and the experiences of students, faculty, and external stakeholders. Office administrators who serve as vital operational links in academic institutions are increasingly required to adapt to technologically mediated environments that demand not only technical proficiency but also higher levels of engagement and institutional alignment. However, the extent to which ICT usage enhances or hinders office administrators' work engagement remains an underexplored area of inquiry, especially when considered alongside the mediating influence of organisational support. A lack of organizational policies promoting continuous ICT training, unclear job-role alignment with digital tools, and inconsistent supervisory support may contribute to a growing sense of disconnection among administrative personnel.

Organisational support, which includes the provision of adequate resources, training, recognition, and supervisory encouragement, plays a pivotal role in determining whether employees embrace or resist digital transitions. Some universities face growing pressure to align with global educational and administrative standards, it is of the opinion that office administrators are expected to manage increasingly complex, technology-based systems without always being equipped with the necessary support or training. The mismatch between expectations and resources can lead to reduced

morale, inefficiency, and ultimately, suboptimal institutional performance. Inadequate organisational support and challenges in ICT use may further dampen their engagement, leading to a cycle of low productivity and organisational inefficiency. Despite the influence ICT use, organisational support on work engagement among employees, there is a paucity of empirical research that explores their interconnectivity of these factors among office administrators in universities, particularly within the context of Osun State. This is the gap this study intends to fill.

1.3 Aim and Objectives of the Study

The aim of this study is to investigate Information Communication Technology (ICT) use, organisational support and work engagement of office administrators in universities, Osun State, Nigeria. The objectives are to:

- i. identify the level of work engagement of office administrators in universities in Osun State.
- ii. identify the level of ICT use of office administrators in universities in Osun State;
- iii. identify the level of organisational support to office administrators in universities in Osun State
- iv. determine the influence of ICT use on work engagement of office administrators in universities in Osun State;
- v. determine the influence of organisational support on work engagement of office administrators in universities in Osun State;
- vi. determine the combine influence of ICT use and organisational support on work engagement of office administrators in universities in Osun State.

1.4 Research Questions

These questions guided this study:

1. What is the level of work engagement of office administrators in universities in Osun State?
2. What is the level of ICT use of office administrators in universities in Osun State?
3. What is the level of organisational support to office administrators in universities in Osun State?

1.5 Hypotheses

These hypotheses are formulated for testing at 0.05 level of significance

H₀₁: There will be no significant influence of ICT use on work engagement of office administrators in universities in Osun State.

H₀₂: There will be no significant influence of organisational support on work engagement of office administrators in universities in Osun State.

H₀₃: There will be no significant combined influence of ICT use and organisational support on work engagement of office administrators in universities in Osun State.

1.6 Significance of the Study

The study would be of great significance to the following stakeholders: office administrators, employers of labour, university management, policy makers, and researchers. The results of this study will provide office administrators with a better understanding of those factors that may enhance their work engagement. The findings will also make them see that efficient ICT use could enhance their ability to manage tasks such as scheduling, documentation, data entry, and communication effectively,

leading to improved performance and confidence as well to be meaningfully engaged in their work. In addition, the findings will help office administrators recognize the importance of continuous ICT proficiency, self-efficacy, and the value of organisational backing in enhancing their career development and professional relevance within a rapidly evolving digital administrative environment.

The study would equip employers of labour to recruit office administrators who are technologically competent, adequately supported, and engaged in their roles, as they would be more efficient and dependable, thereby enhancing the overall operational efficiency of the university. Employers who invest in these areas are also more likely to attract and retain skilled professionals, reducing recruitment and retraining costs. In addition, findings would make them to refine their recruitment strategies, professional development programs, and employee support systems. Understanding the link between organisational support, technological adaptability, and workforce engagement will enable employers to build more resilient, productive, and technologically agile administrative teams.

The findings of this study will benefit the university management as it will make them provide strong organisational support and cultivate a positive work environment for office administrators which would reduce conflicts and increase institutional loyalty. Also, it will make them recruit office administrators who are technologically savvy and who are proactive in making sure that the goals of the institutions are met. It will make university management design more targeted strategies for administrative capacity building, resource allocation, and institutional development. Ultimately, the

insights gained will assist universities in enhancing operational efficiency and service delivery across departments.

The results of this study will benefit policy makers in the sense that it would help in formulating relevant policies that promote digital literacy, equitable labour practices, and supportive work environments in tertiary institutions. In addition, findings could guide decisions on funding, curriculum development for administrative training, digital infrastructure investment, and human resource policies. Policy makers can also use the findings to advocate for inclusive ICT training policies, minimum technological competency requirements, and institutional support standards to improve the performance and welfare of non-academic staff in higher education institutions

Ultimately, this study is expected to enhance researchers' understanding and address gaps in the literature on administrators' work engagement, thereby encouraging further scholarly inquiry in this field. It will also contribute to existing knowledge by offering empirical evidence on the relationships among ICT use, organisational support, and the work engagement of office administrators in universities within Osun State. In addition, the findings may serve as a valuable reference point for future researchers, providing a foundation for related studies and supporting the advancement of knowledge in this area. Also, the study's methodology and findings can serve as a foundation for further empirical inquiries, comparative studies across regions or institutions, and theory development in organizational behavior, educational technology, and labour studies.

1.7 Scope of the Study

The study focuses on ICT use, organisational support and work engagement of office administrators in universities in Osun State. The measures for work engagement are vigor to work, dedication to work, and absorption in work. The measures for ICT use are perceived usefulness and perceive ease of use, while the measures for organisational support are fairness at workplace, supervisor support and organisational reward. The study covers all the universities in Osun State which are: Adeleke University, Ede, Bowen University, Iwo, Fountain University, Oshogbo, Joseph Ayo Babalola University, Ikeji-Arakeji, Kings University, Ode Omu, Oduduwa University, Ipetumodu, Redeemer's University, Ede, Westland University Iwo, Osun State, Obafemi Awolowo University, Ile-Ife and Osun State University, Osogbo. The study covers all administrators in all the universities in Osun State, this will include male and female who are in different departments in the universities.

1.8 Limitation to the Study

The limitation encountered in this study was that many of the office administrators were not willing to fill the questionnaire, claiming it was time consuming and this extends the process of data collection. However, through persistence of the researcher and support of appointed research assistants, the limitation was overcome.

1.9 Operational Definition of Terms

The following terms are operationally defined as they were used in the study:

Work Engagement refers to the strength of the mental and emotional connection office administrators feel toward the organisation that they work for, their team, and their work in universities in Osun State.

Vigor to work means the high level of energy, mental resilience, and persistence that an office administrator brings to their job in universities in Osun State.

Dedication to work means an office administrator's sense of significance, enthusiasm, pride, and deep involvement in their work in universities in Osun State.

Absorption in work refers to an office administrator's full concentration, deep involvement, and immersion in their work in universities in Osun State.

Information Communication Technology Use refers to the integration and application of computing, telecommunications, and data management systems in the creation, storage, processing, and transmission of information by office administrators in universities in Osun State.

Perceived Usefulness can be described as the extent to which an office administrator believes that using a particular technology will enhance their job effectiveness and make them to be meaningfully engage with their work in universities in Osun State.

Perceived Ease of Use refers to the degree to which an office administrator believes that using a particular system or technology will be free from effort in universities in Osun State.

Organisational Support refers to the degree to which office administrators believe that their organisation values their contributions and cares about their well-being in universities in Osun State

Fairness at workplace means the perception of how office administrators were treated justly and their responsibility to act impartially in the execution of their duties in universities in Osun State.

Supervisor support refers to the extent to which office administrators perceive their immediate supervisors as being approachable, helpful, and concerned about their well-being and professional development in universities in Osun State.

Organisational Reward means the tangible and intangible benefits that an institution provides to office administration in recognition of their efforts, contributions, and performance in universities in Osun State.

Office Administrator is an administrative support professional responsible for overseeing the administrative functions in universities in Osun State. They perform daily tasks to ensure business runs smoothly and effectively, providing supports to individuals or teams. Their role may include managing office operations, coordinating schedules and maintaining records.

Endnotes

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Chapter Two

Review of Related Literature

This chapter reviews relevant literature connected to the subject of the present study. The review establishes the theoretical foundation for the research and identifies gaps in existing scholarship that justify the need for the study. The discussion is organised under the following headings and subheadings:

2.1 Conceptual Review

2.1.1 Overview of Work Engagement

2.1.2 Overview of Information Communication Technology (ICT) Use

2.1.3 Overview of Organisational Support

2.2 Theoretical Framework

2.2.1 Burnout-Engagement Continuum Theory

2.2.2 Technology Acceptance Model (TAM)

2.2.3 Perceived Organisational Support Theory

2.3 Review of Empirical Studies

2.3.1 Information Communication Technology (ICT) Use and Work Engagement

2.3.2 Organisational Support and Work Engagement

2.4 Conceptual Model

2.5 Summary of Reviewed Literature

Endnote

2.1 Conceptual Review

2.1.1 Overview of Work Engagement

Work engagement is an important term in an organisation, which has gained substantial interest in scholarly study. It is also referred to the employee engagement as the degree that one is conscientious and involved in his/her work roles. Also, work engagement is perceived as a good and satisfactory behavior associated with work that is marked by three components: vigor, interest and devotion. An engaged employee is projected to experience traits such as socially, psychologically and cognitively. Employee engagement is valuable to both individuals and organisations as it stimulates innovation and promotes constructive relationships between management and staff. It enhances organisational creativity, efficiency, and overall

performance. Moreover, engagement positively influences employee output and knowledge generation, which can yield financial benefits for the organisation by lowering recruitment and retention costs. Ultimately, the effectiveness of any business largely depends on management's capacity to implement sound engagement strategies¹.

When an organisation cultivates a strong corporate culture that makes employees feel valued and supported, positive engagement can generate business advantages such as reduced costs and improved efficiency. Higher levels of employee engagement often arise from management's trust in staff, streamlined hierarchies, and leadership that models desired behaviours. Engagement has been associated with numerous positive outcomes, performance, including organizational commitment, profitability, and productivity. Employee engagement is not synonymous with happiness, satisfaction, or well-being. The concept of work engagement has sparked extensive research, discussion, and theoretical development, promoting not only employee well-being in the workplace but also offering significant practical benefits since its emergence in organisational sciences. Organisations increasingly focus on fostering and enhancing employees' passion and commitment to fully leverage their potential. However, a positive affective disposition alone may not be sufficient to drive engagement; it may facilitate engagement primarily when combined with other favorable attributes. A growing body of evidence links higher work engagement to increased productivity, greater customer satisfaction, and reduced turnover, addressing key concerns that are increasingly important to both public and healthcare stakeholders².

Although much attention has been given to identifying and fostering the positive aspects of work engagement, it is equally important to implement programs targeting employees who are not fully engaged or are actively disengaged. Research indicates that disengaged individuals often struggle to navigate workplace politics, largely due to insufficient personal and job resources. Work engagement is typically measured through vigor, dedication, and absorption. When human resource practices fail to address these factors appropriately, employees are unable to fully commit to their roles. Conversely, employees who demonstrate a strong sense of responsibility and engagement serve as valuable organisational assets, enhancing efficiency, effectiveness, and contributing meaningfully to the achievement of the organisation's vision and mission².

As an educational institution, a university must deliver the products and services required to achieve its intended outcomes, which includes continuous development of human resources to maintain qualified teaching and non-teaching staff capable of providing quality education. Assessing the work engagement levels of employees can offer valuable insights into the university's personnel, enabling the institution to strengthen its workforce and foster an environment where employees are fully engaged².

Arising from the above definition of engagement, it can be deduced that employee engagement has to do with the extent of commitment and work exposure an employee feels toward their job. This therefore simply means that employee engagement has direct bearing with employee autonomy because, if workers are allowed to handle job specifications and responsibilities on their own without too

much interference of higher authorities, then employee autonomy has said to have set in. This simply means that when employees get the freedom to work in their own way, they become motivated to work well. They want to show what they are capable of, and engagement levels naturally rise. A refractory study shows that 79% of autonomous employees are more engaged than employees who lack autonomy³.

Organizations with high levels of employee engagement are more profitable and have higher customer satisfaction ratings than ones with low engagement levels, according to Gallup and other researchers. This research also shows that successful engagement efforts lead to less absenteeism and turnover. In a competitive hiring market, engaged staff members who feel they have good work-life balance and high levels of employee satisfaction are also less likely to look elsewhere for employment. Employee engagement can be physical, emotional, and/or cognitive. Physical engagement is based on the amount of exertion an employee puts into their job. Physically engaged employees view work as a source of energy. Emotionally engaged employees have a positive job outlook and are passionate about their work⁴.

Whatever the source, engaged employees feel connected to their work because they can relate to, and are committed to, and they also see how they contribute to the overall success and mission of the organization. They further asserted that giving team members the opportunity to work autonomously may improve their productivity by allowing them to complete tasks as soon as they are ready to, instead of waiting for specific directions. Employee engagement is enhanced through rewards and recognition. This buttress the fact that both are tools that can be used to motivate employees and improve their performance. Rewards can include things such as

bonuses, raises, or special privileges, while recognition can come in the form of words of appreciation or awards. When used effectively, rewards and recognition can help to create a positive work environment and increase employee satisfaction. They can also help to boost morale and encourage employees to work harder and achieve better results⁴.

Beyond its definitions and conceptualizations, work engagement has been examined across countries to explore the economic and cultural factors influencing the concept. Much of the global evidence on work engagement comes from Gallup, which has conducted Employee Engagement Index surveys across various cultures and continents. However, caution is warranted when interpreting these findings due to cultural differences and variations in definitions. Research indicates that approximately 50% of American workers are disengaged. Since 2002, Gallup has carried out engagement surveys worldwide to track these trends. In Thailand it was revealed that just about 12 per cent of Thailand's employee population are 'engaged,' while a larger 82 per cent are 'actively disengaged,' and 6 per cent are disengaged. In Australia, engaged employees were only about 18%, the Chinese with 12% of engagement, Japan 9%, New Zealand 17% and Singapore was reported at 9% of engagement at work, French employees were engaged at 59% while American employees were engaged at 40% as of July 2020⁵.

Further evidence by Gallop on work engagement towards improving organisational performance showed that UK and USA employees reflected more on the extent to which organisations offer job security and career prospects as essential for engagement at work. The advantage of these studies permits organisations to measure

up levels of work engagement with their national standards. National standard denotes factors of national context, legislations, management policies, values as well as organisational culture which are unique factors to be understood by managers when dealing with employee engagement issues. At the end of the last millennium, huge professional and research interest has risen in the relevance of work engagement as a significant workplace concept with huge ability to enhance organisational success. These interests span across areas of the concept such as conceptualisations and definition, antecedents, consequences as well as its applicability with different other concepts and fields⁶.

As mentioned in the work of Khan on personal engagements which represents the various aspect of an employee that could impact work role performance physically, cognitively, and emotionally. This opened the concept for more investigations by other notable scholars who have built the concept from its present status. Based on this, many authors seemed to have portrayed the concept in various ways and shapes. While pioneer scholars such as Khan believe that work engagement is how an employee connects with their work roles and express these roles physically, cognitively, and emotionally. Recent scholars stated the work engagement construct is a positive feeling of pleasure with high stimulation within the organisation. Others believed that engaged workers have high drive levels, are fully absorbed in their jobs, are passionate and have delight in their work⁷.

Work engagement as seen by academics is mostly described as a high level of drive, mental resilience and readiness to devote effort to one's work despite difficulties. Employee engagement does not act on its own, according to an author employee

engagement should connect with psychological, emotional and cognitive aspects of employees' roles at work. Allen suggested that value emerges from the interplay of three aspects of work: employees must feel valued, and both work and organisational culture must reflect this value to achieve optimal employee performance. Additionally, a country's economic conditions can influence an organisation's ability to effectively engage its workforce. Research has shown that national economic factors can shape the relationship between employee engagement and organisational performance, impacting employee remuneration, welfare, and overall work output. Furthermore, fostering engagement in a competitive workplace can encourage employees to perform above and beyond their formal job responsibilities, enhancing organisational competitiveness⁸.

Work engagement does not occur automatically; it is a complex phenomenon influenced by several key drivers, including training, recognition, and other organisational practices, which help clarify its meaning. Engaged employees tend to outperform their non-engaged counterparts for four main reasons. First, they experience positive emotions, such as happiness, appreciation, and enthusiasm at work. Second, they generally enjoy better health. Third, they feel empowered in their roles, and fourth, they demonstrate strong collective and team-oriented abilities, as overall organisational performance relies on collective effort. Individual work engagement can also influence colleagues, ultimately enhancing team performance. These definitions and conceptions consistently depict work engagement as a positive and rewarding work-related experience characterized by dedication, absorption, drive, and vigour (Mone & London). Given the lack of a universally accepted definition,

many researchers view work engagement as a strategic human resource approach essential for organisational success⁹.

Psychologist William Kahn was one of the first researchers to introduce the concept of employee engagement. Kahn wrote a paper called “Psychological Personal Conditions Engagement of and Disengagement” in 1990. Based on his research, Kahn described the three main types of employee engagement: cognitive, emotional, and physical engagement employees bring to their jobs which influence their experiences of work and their commitment. Kahn supported the idea that engaging employees cognitively, emotionally, and physically helps them feel more secure and confident in their roles, feel that the work they are doing is worthwhile and meaningful, and feel more valued and supported mentally and physically⁹.

Cognitive engagement refers to the degree to which employees concentrate on their work. Employees who are cognitively engaged maintain focus even amid distractions and interruptions. This form of engagement relates to how employees perceive and think about their job and the organization. It is often considered the most critical type of engagement because it reflects alignment with the organization’s values. Cognitively engaged employees understand and support the organization’s mission, goals, and strategies, and are aware of the actions required to contribute to organizational success. Achieving cognitive engagement involves a deep understanding of the organization’s vision, culture, and strategic objectives, as well as clarity about individual goals, job responsibilities, and the role each employee plays in advancing organizational outcomes¹⁰.

Emotional engagement is closely linked to employees' feelings. Employees need to feel committed to their organization, valued, and that their work contributes to meaningful outcomes, all of which are shaped by and can influence their emotions. This type of engagement reflects how employees feel about their organization, colleagues, and leadership, and is shaped by their immediate experiences on the job. An employee's perceptions of their tasks, co-workers, management, and the organization as a whole determine the level of involvement in their work. Emotionally engaged employees tend to hold positive attitudes toward their roles and channel these emotions into their performance. They are more invested in their work, often experience higher job satisfaction, and contribute to a positive work environment that can encourage engagement among others¹⁰.

Physical engagement refers to employees' attitudes toward their work, their participation in work-related activities, and the physical and mental effort they invest in performing their jobs. These actions reflect their commitment and investment in their role. Kahn linked the level of mental and physical effort employees exert to increased confidence. Physically engaged employees typically demonstrate enthusiasm for their tasks and maintain a growth-oriented mindset. They are also more likely to pursue learning and development opportunities. Physical engagement is closely connected to both physical and mental well-being, as healthier employees tend to invest more energy and focus into their work¹⁰. The measures of work engagement that are explored in this study are vigor to work, dedication to work and absorption in work.

Vigor at work is reflected in an individual's high levels of mental energy and endurance, their willingness to perform at their best, and their perseverance when encountering challenges. Employees who exhibit vigor feel strong and enthusiastic about their work, are willing to invest effort, and are not easily fatigued. Vigor also encompasses persistence, even in the face of difficulties. In practice, vigor manifests as the physical and psychological vitality employees bring to their daily responsibilities. For instance, an employee working long hours on a demanding project but remaining enthusiastic and energetic is demonstrating high vigor. This attribute is particularly essential in high-stress environments such as healthcare, emergency services, and IT services, where constant demand for attention and responsiveness is the norm¹¹.

Dedication to work refers to the strength of engage in a job and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenges. Employees who are dedicated do not merely go through the motions of work; they are deeply involved and identify strongly with their job roles and organizational goals. Dedication reflects a strong sense of purpose. An employee who feels that their work contributes meaningfully to the organization or society is more likely to feel dedicated. This sense of purpose translates into loyalty, perseverance, and a drive to achieve excellence. For instance, administrators in public secondary schools in Southwest Nigeria, despite infrastructural challenges, often show remarkable levels of dedication because of their commitment to student development. Absorption is characterized by complete focus and enjoyment in one's work. Engaged employees maintain an energetic and effective connection with their tasks and perceive themselves as

capable of managing the demands of their job successfully. Absorption is not about overwork or workaholism. Rather, it's about a healthy, intense focus on tasks that are meaningful and stimulating. For instance, a software developer working on a complex coding problem might lose track of time and remain deeply immersed in problem-solving. This level of engagement can lead to innovation and creative solutions¹¹.

Absorption in work refers to a state of deep involvement in work where individuals become fully concentrated and happily engrossed in their tasks, often to the extent that time passes quickly and detachment from the work environment becomes difficult. For office administrators, whose work involves multitasking, coordination, and problem-solving in dynamic institutional settings, absorption plays a critical role in sustaining performance and efficiency. It is revealed that employees with greater autonomy and decision-making authority experience higher levels of absorption. For office administrators in universities, whose work often requires balancing academic, managerial, and student service responsibilities, autonomy can encourage deeper engagement with their roles. Conversely, lack of recognition or inadequate support structures may lead to reduced concentration and eventual disengagement¹¹.

2.1.2 Overview of Information Communication Technology (ICT) Use

Information and Communications Technology (ICT) emerges from the integration of Information Technology (IT) and Communication Technology (CT), encompassing the hardware and software necessary to manage, transmit, and utilize information through activities such as collection, production, processing, and storage. ICT spans a wide range of tools and services, from foundational technologies like LEDs, semiconductors, and other digital devices to emerging areas such as big data, the

Internet of Things (IoT), and related innovations. As technological boundaries continue to evolve and new innovations emerge, the definition and scope of ICT may change over time; however, its significance is consistently highlighted across numerous studies¹².

Information and Communication Technology (ICT) comprises three interrelated components: Information, Communication, and Technology. Information can be broadly understood as news, events, or messages received through documentation, electronic media, or verbal communication. From a scholarly perspective, information includes facts, data, opinions, and findings derived from research and academic work across all fields of knowledge. It is transmitted through communication, whether as a message, signal, or stimulus, and has the potential to elicit a response from the recipient. Essentially, information represents humanity's accumulated knowledge in various forms and from diverse sources, providing the foundation for rational decision-making. When processed, information becomes valuable data that supports planning, decision-making, and the implementation of programmes¹³.

Information can be understood in multiple ways. One perspective defines it as the transmission of a signal or the communication of something to a person, a definition that limits its scope to human interpretation. From a computer science viewpoint, information is considered any electrical signal or bit pattern with a defined meaning. In data communication theory, information refers to the technical processes involved in encoding a signal for transmission, providing a statistical description of the message produced by the code, where the 'meaning' of the message in a human sense is considered irrelevant. Some scholars focus on information in terms of efficiently

and economically transmitting data while detecting errors during transmission and reception. Others define information as the representation of a fact or message for the recipient¹⁴.

Information means the content or meaning of a message, while another author choose to define information as “that which destroys uncertainty”. In this study, information is understood more broadly than its traditional definition in information theory. It refers to meaningful data that is stored and processed within systems and services, providing a permanent record of numerical, textual, and audio-visual material, and facilitating its communication to designated users¹⁴.

Communication, the second component of ICT, derives from the Latin term ‘communicare,’ meaning ‘to share’ or ‘to make common.’ Scholars have defined communication in various ways, but there is broad agreement that it forms the core of social interactions among all entities, encompassing the exchange of information between machines or between individuals and machines. It is the process through which humans convey ideas, opinions, and emotions using language, enabling interaction, conversation, socialization, historical record-keeping, cultural transmission across generations, the formation of societies and social groups, and the overall sustenance of civilization¹⁴.

Information and Communications Technologies (ICT) play a crucial role in enhancing national competitiveness and driving economic growth in the era of the Fourth Industrial Revolution (Industry 4.0). ICT encompasses the infrastructure and devices associated with data, networking, and artificial intelligence (AI), as well as emerging technologies such as big data, 5G, cloud computing, the Internet of Things

(IoT), software, self-driving vehicles, and other interconnected systems that enable digital transformation. According to the United Nations Digital Economy Report, ICT has created significant opportunities while addressing challenges at unprecedented speed and scale, reshaping societies and daily life. Additionally, ICT facilitates the creation of new market opportunities by providing real-time information that strengthens customer relationships¹⁵.

From a scientific perspective, communication is a central component of ICT, encompassing the creation, transmission, interpretation, and utilization of information. It involves the encoding of a message by a sender, its transmission through a channel, and subsequent decoding and contextual understanding by the receiver. Communication, therefore, permeates all aspects of human activity. Recognizing its significance, the International Telecommunication Union (ITU) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) have affirmed that the right to communicate is a fundamental human right (UN, 1996). The development of computers, satellites, mobile phones, and Internet technologies has expanded the scope of communication. In this study, communication is understood as the creation, transmission, and reception of information in the form of messages and ideas, which facilitates the smooth functioning of modern society. The term ‘technology’ originates from the Greek words ‘techne,’ meaning art or craft, and ‘logia,’ meaning the study of a subject. Technology, therefore, refers to the scientific study and application of knowledge for transforming natural resources into goods and services. It encompasses the knowledge, skills, and capacities that individuals employ to produce a product or craft, which may include methods, processes, techniques,

tools, machines, materials, and procedures. The design, development, and effective utilization of technology are largely driven by human resource capabilities and management systems¹⁵.

In contemporary practice, information and communication increasingly converge through the use of technology. Given the rapid emergence of ICT solutions, establishing a single, universally accepted definition has proven challenging. For example, the Information and Communication Technology Association of America defines ICT as the study, design, development, and implementation of computer-based information support systems, with particular emphasis on software applications and computer hardware¹⁵. The British Northern Examination Association defines ICT as “the study of information handling and its use in society by means of modern technology. This includes the acquisition, processing, storage and communication of information in any form by appropriate means”, while the British Department of Trade and Industry defines ICT in terms of “acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by a microelectronic based combination of computing and telecommunication”. This definition suggests that ICT encompasses the use of computer hardware and software to input, process, store, secure, transmit, and retrieve data¹⁵.

The term ICT is often used interchangeably with IT because telecommunications play a central role in transmitting information between computer systems. The rapid advancement of electronic technologies such as telephones, television, ATMs, telex, and computers has led to the emergence of ICT as a distinct concept. According to the United Nations Economic Commission for Africa (UNECA), ICT encompasses

Internet service provision, telecommunications equipment and services, media broadcasting, libraries and documentation centres, commercial information providers, network-based information services, and other related information and communication activities. Similarly, ICT can be understood as the set of tools used in information-handling technologies to convert, store, process, transmit, and retrieve information. These tools include fax machines, CD-ROMs, the World Wide Web, and e-mail¹⁵.

The origins of ICT can be traced back to the technological competition between the Union of Soviet Socialist Republics (USSR) and the United States of America (USA) in the mid-twentieth century. In 1957, the Soviet Union launched the spacecraft *Sputnik*, achieving a milestone that challenged the US's leadership in space exploration. In response, the US invested heavily in space research, leading to the creation of the Advanced Research Projects Agency (ARPA), which brought together military scientists and organizations across various sectors. This collaboration resulted in the development of mainframe computers, which were networked for shared use among researchers. The initial network, known as ARPAnet, eventually evolved into the Internet. While the space research component of ARPAnet was later transferred to the National Aeronautics and Space Administration (NASA), ARPAnet continued to develop into the global Internet, facilitating effective and inexpensive communication worldwide. As a result, ICT has become integral to all areas of human activity, enabling significant advancements across professions¹⁶.

ICT has transformed the industrial sector by introducing a wide range of advanced products, establishing new benchmarks for global competitiveness. Indeed, a nation's

wealth and power are increasingly linked to the strength and effective management of its ICT infrastructure. As reported, 'through its links with data processing and telecommunications, the electronics complex over the next quarter-century will become the central axis around which the productive structures of advanced industrial societies will be reorganized.' In this context, it has been argued that the viability of modern economies is no longer determined solely by available human and natural resources but also by the state of technological development. Supporting this view, some scholars note that the Internet offers unparalleled opportunities for long-distance learning and universal access to quality education, providing developing countries with a platform to participate fully in the global economy. Consequently, ensuring broad access to ICT is critical; otherwise, the gap between the technology-rich and technology-poor will widen. ICTs can be categorized based on the medium, usage, and types of technology employed.¹⁶

ICTs could be categorized by medium into five groups viz computing facilities and services; film/tape based facilities - microfiche reader, micro card reader, microprint reader, slide projector, reel to reel recorder, tape recorder, video machine etc; reproduction facilities-photocopying machine, duplicating machine; telecommunication facilities - telephone, GSM, telex, telegram, fax machine, satellite among others; broadcasting facilities - radio, television, cable transmission (CNN, BBC, Al-jazeera etc)¹⁶. Another author also categorized ICTs by usage into four, namely: capturing technologies, communication technologies, storage technologies, and display technologies. A concise but more elaborate classification of ICTs by usage was made by an author viz: ICT- based resources, including computers

connected to Internet, CD-ROM, audio cassettes, video-cassettes, photocopiers, printers, software used by libraries etc; ICT-based activities, including data processing, circulation, cataloguing, bibliography, serial control, in-house database; and ICT-based library services, including CD-ROM searching, online information service, news clipping, scanning service, online reservation services¹⁶.

ICTs are generally understood to rely on four primary technologies. First, computer hardware technologies, which include personal computers, midsize servers, large mainframe systems, and the associated input, output, and storage devices. Second, software, encompassing web browsers, productivity suites, and applications for business operations. Third, telecommunication and network technologies, which cover telecommunications equipment, media processors, and the software necessary to provide wired and wireless access as well as Internet connectivity and network support. Fourth, data resource management technologies, including database management systems and software used for developing, accessing, and maintaining organizational databases¹⁷.

ICT is widely recognized as a key factor in enhancing productivity, particularly when investments are made in research and development, organizational assets, and employee capabilities. Research indicates that the use of ICT allows organizations to operate more efficiently, reduce costs, and improve workplace competitiveness. For instance, employees can easily share expertise, skills, and knowledge with colleagues, thereby enhancing problem-solving capabilities. Commonly used ICT software, such as the Internet, helps establish an engaging work environment that positively influences employee motivation and aligns with organizational goals. Similarly,

communication tools like Skype extend traditional telephone conversations into more interactive, face-to-face-like exchanges, further facilitating collaboration¹⁷.

Similarly, the use of technology and the Internet has facilitated flexible working arrangements, allowing employees greater control over their work schedules. For example, working mothers have reported that Internet access enables them to manage business tasks remotely while spending more time with their families, supporting work-life balance. In the context of business operations, e-commerce has accelerated connections between suppliers and consumers and streamlined the conduct of transactions. Overall, these positive experiences with ICT allow employees to work efficiently both in the office and from home, enhancing productivity through the use of digital tools and devices. The use of ICT in performance management provides the efficiency, automation, and engagement that employees and HR teams need. With the appropriate technological tools, the process of feedback and performance evaluation can be carried out more easily and in a structured manner. ICT also enables the integration of employee self-evaluations, enabling them to more actively manage their own career development. However, some studies emphasize both positive and negative effects of ICT¹⁸.

Unfortunately, using ICT devices such as cell phones, laptops, and other communication tools might promote the connection between work and employees beyond usual working hours. In other words, advanced technologies like ICT have been used to push employees to increase productivity and link with any time with work, so it has influenced their behavior and psychological reactions. As a result, the separation line between work and personal time becomes blurred, increasing work

demands and hours and feeling higher stress and difficulty. Use of been used to push employees to increase productivity and link with any time with work, so it has influenced their behavior and psychological reactions. As a result, the separation line between work and personal time becomes blurred, increasing work demands and hours and feeling higher stress and difficulty¹⁸.

ICT facilitates the implementation of flexible work policies, such as telecommuting; however, it can also exacerbate family-to-work conflict if employees are unable to disconnect from work while at home. Extended work hours may increase stress for both employees and their families by limiting quality family time and extending work-related demands. As a result, the integration of ICT into work routines can have negative consequences, creating unintended psychological and physical challenges for employees¹⁸. Some of the measures of ICT use are perceived usefulness and perceived ease of use which were adopted from technology acceptance model.

Perceived usefulness is “the degree to which academic staff believes that using a particular system would enhance his or her job performance”. Perceived usefulness explains the user's recognition that the interactive and use of office automation will enhance their task performance in conveniently finding locations and consequently enhance their service delivery. The user has a view of how valuable the innovation is in performing his or her tasks and how useful the mobile map is in reducing the time to get locations of where they are going to or where they are or getting the distance from a location to another location. Literature reveals that administrators who see ICT tools (e-mail systems, databases, workflow software) as improving the speed,

accuracy, and efficiency of tasks are more likely to use these tools consistently and proficiently¹⁹.

In university settings, this translates into improved service delivery, reduced administrative bottlenecks, and enhanced coordination between academic and non-academic units. For office administrators in universities, where operational efficiency and responsiveness to management directives are essential due to competitive market pressures, perceived usefulness can also be linked to job satisfaction and morale. ICT systems that simplify processes such as student record management, timetabling, and correspondence tracking are seen not only as useful but also as empowering, allowing administrators to deliver services with fewer errors and greater autonomy¹⁹.

It is argued that users are more likely to find technology useful when they receive adequate training and when systems are user-friendly and reliable. In the Nigerian higher education context, it is observed that many administrative staff find ICT useful only when they are confident in their ability to use it. Therefore, perceived usefulness is often contingent upon digital literacy levels and institutional investment in capacity building. In universities, disparities in access to modern technology and support systems further complicate this issue, with some office administrators reporting limited perceived usefulness due to lack of consistent power supply, software compatibility issues, or poor IT support¹⁹.

Perceived ease of use is the degree to which a person believes that using an IT will be free of effort. It refers to the degree to which a person believes that using a particular system would be free of effort. Ease of use also represents the degree to which an innovation is easy to understand and operate. If library staff perceived the social

media tools as easy to use, they are likely to use them. It is affirmed that perceived-ease-of-use is the degree of difficulty or ease to learn on how to use and then incorporate a new technology into daily routines. It might be significant for Higher Institutions of learning to tailor their pedagogical activities with Social Networking Technologies (SNT's) to provide easy access for administrative staff, students and staff. When carrying out teaching activities, it is necessary to use a medium that the students and lecturers are able to relate to and is easy to gain access to in order to compliment online studying. Perceived-ease-of-use (PEOU) has a significant impact on attitude towards usage (ATU). It is posited that when administrative staff perceive the e-portfolio system as one that is easy to use and nearly free of mental effort, they may have a favourable attitude towards the usefulness of the system and therefore intention to use the system increases²⁰.

It is argued that office administrators are always willing to use an online system to assist their course works if they find it easy to use and that it is extremely important to make an online learning platform easy to interact with, such as through clear and simple navigation buttons of all the pages and personalized information search service, since such measures enhance student perceptions of the ease of use of a technology. posited that students find e-learning systems easy to use when an e-learning platform is clear and understandable, as well as providing easier access to information. In this context, the use of SNTs would be regarded as easy to use if it provides easy access to information and when the platform is clear and understandable. Perceived ease of use highly determines the intention to adopt a technology. It is found that the easier a technology is to use, the more useful an individual perceives it to be and therefore his intention to use the technology will

increase, therefore, perceived ease of use is a primary determinant of user acceptance and in the context of SNTs, the developer of such platforms should focus their primary resources on system ease of use. Perceived ease of use is a key determinant in the successful adoption and sustained utilization of ICT tools among office administrators in universities. It directly influences their attitudes toward technology, their willingness to integrate it into daily tasks, and ultimately, the effectiveness of institutional operations. To optimize the benefits of digital transformation in university administration, higher education managers must ensure that ICT systems are not only functional but also intuitive, well-supported, and aligned with the needs of end-users²¹.

2.1.3 Overview of Organisational Support

In every place of work or organization, employees always have numerous and diverse relationship with important areas, and one of this relationship is what binds them with their relevant employers. This factor can summarily be connected to perceived organizational support (POS) which is an employee or workers perception concerning how his or her employer values their contributions at work place or organization, as well as, showing concern about their well-being. Perceived organizational support is the belief that the employer cares about the needs of employees²². It also refers to a general belief in which employees feel that their organization values their contributions and cares about their well-being. To show support, it is posited that the organizational needs to consider employee opinions, goals and values, help the employees if they encounter problems and should forgive honest mistakes of employees. Educational institutions can support office administrators by creating

career opportunities, by funding employee career development, by incentivizing employees who develop their careers and by providing time for those who are developing careers through study leaves, seminars, workshops and conferences. Literature revealed that the components of perceived organizational support include training, autonomy, job security and safety, recognition, pay, promotion, fairness, and work conditions²².

Organisational support proposes that employees form perceptions about how much the organisation values their contributions and cares about their well-being. Employees observe and interpret different conditions and treatment they receive from the organisation, using these as indicators of the organisation's commitment and care toward them. For example, fairness of organisational policies and resource allocation, opportunities for advancement, and general support from leadership, all shape perceived organisational support. When employees believe the organisation is concerned about them and provides the help needed to carry out responsibilities effectively, it fulfils key socioemotional needs. Specifically, higher perceived organisational support meets needs for esteem, approval, and affiliation. Esteem needs relate to feelings of worthiness and value. When organisations demonstrate care for employees' well-being and appreciate their contributions, it conveys that they are important assets worthy of investment. This bolsters employees' self-esteem and sense of purpose from making valued contributions²².

Perceived organisational support also provides social validation and approval that employees' efforts help the organisation achieve its goals. Recognition from leaders that employees' work aligns with and furthers organisational objectives confirms that

their labour has meaning and social usefulness. Employees derive a sense of approval and mattering when their hard work is acknowledged as contributing toward something larger than themselves. Similarly, perceived organisational support fulfils affiliation needs through reinforcing employees' membership to a team and sense of belonging. Organisations comprise extensive interpersonal networks and relationships. When employees believe the organisation genuinely supports them, they feel securely embedded within those social structures and affiliative bonds. This solidarity and connectivity to the surrounding organisation supplies comfort and satisfies integration needs. In essence, perceived organisational support makes employees feel socially anchored within organisational life rather than isolated. By fulfilling these critical needs, perceived organisational support fosters stronger affective commitment toward the organization²³.

Employees reciprocate supportive treatment with greater emotional dedication to helping the organisation succeed. In this way, perceived organisational support activates social exchange relationships, where favourable treatment motivates a desire to benefit the source of that treatment. Perceived organisational support is associated with key work outcomes like lower turnover intentions and higher actual job retention. When employees believe their organisation genuinely supports and values them, they are less likely to consider leaving and more apt to stay. In the organizational context, favorable treatment between employers and employees is reciprocated by the receiving parties leading to positive outcomes (e.g., reduced workplace deviant behaviour). Employees develop perceived organizational support in response to socio-emotional needs and the organizational readiness to reward increased effort

made on its behalf. To this view, it is asserted that employees are more committed to their organization and perform better when they perceive their organization as supportive. Perceived organizational support, therefore, showcases how much the organization values employees' contributions and cares about their welfare²³.

When there is perceived organizational support, employees are motivated to match their obligations and be fully engaged at work. High level of organizational support may aid the restoration of balance between the benefits awarded by the organization and the contribution of the employee. For organization to flourish properly as previously stated, it should consider the organizational support (OS) as top most main concern considering the fact that it has great effect on psychological employment contract breach. When employers fail to fulfill their promises, the presence of perceived organizational support can mitigate potential negative consequences. For instance, new employees who perceive strong organizational support often develop high levels of dedication to their employer, which can indirectly reduce turnover intentions and promote employee retention. Maintaining such support is important, as it contributes to fostering positive behaviors and enhancing overall workplace outcomes²⁴.

In Nigerian universities, the relationship between faculty and staff and their institution is central to both academic and administrative functions, making organizational support particularly significant. Employees' perceptions of organizational support can influence their job satisfaction, commitment, and engagement, thereby affecting overall organizational effectiveness. Within these universities, organizational support encompasses several dimensions, including

employee benefits, fairness and equity, and supportive human resource practices. These dimensions reflect the institution's efforts to create a work environment that promotes employee well-being and fosters a sense of belonging and commitment. For example, fair and equitable treatment in decision-making, transparent communication channels, and opportunities for career development demonstrate the organization's dedication to supporting its employees²⁴.

Similarly, policies that encourage work-life balance, offer competitive compensation, and recognize employee contributions enhance perceptions of organizational support. Scholars emphasize that organizational support has a multifaceted influence on employee attitudes and behaviors. Research indicates that perceived organizational support (POS) contributes to favorable organizational outcomes, including reduced absenteeism, increased job satisfaction, improved organizational citizenship behavior, and enhanced overall performance. Factors shaping POS include organizational fairness and equity, supportive human resource practices, employee characteristics, and leadership communication. Additionally, supervisor support manifested through high-quality leader-member, exchange relationships further reinforces the positive impact of POS on employee attitudes and workplace behaviors²⁵.

Employee benefits, as a key dimension of organizational support (OS), include the tangible rewards and perks provided to employees in addition to their regular salary. These benefits signal the organization's commitment to supporting employees' well-being and serve as a crucial factor in shaping perceptions of the organization's investment in its workforce. Examples of such benefits include health insurance, retirement plans, paid leave, flexible work arrangements, wellness programs, and

opportunities for professional development. In Nigerian universities, employee benefits play a vital role in attracting and retaining qualified faculty and staff, as competitive packages demonstrates recognition of employees' contributions to academic and administrative functions. Furthermore, these benefits enhance job satisfaction, morale, and overall well-being; for instance, comprehensive healthcare coverage can reduce stress and absenteeism by providing employees with security and peace of mind²⁶.

Moreover, benefits such as professional development opportunities and tuition assistance signal the organization's commitment to employees' career growth and advancement, fostering loyalty and dedication. Clear communication and transparency regarding available benefits further strengthen employees' perceptions of organizational support. When employees perceive that their organization values their well-being and invests in their development, they are more likely to respond with higher engagement, improved productivity, and enhanced organizational citizenship behaviors²⁶.

Fairness is a fundamental dimension of organizational support (OS), reflecting employees' perceptions of equitable treatment within their organization. This dimension is closely linked to organizational justice, which encompasses distributive justice (fairness in outcomes), procedural justice (fairness in decision-making processes), and interactional justice (fairness in interpersonal treatment). These aspects significantly influence employees' attitudes, behaviors, and the overall organizational climate. Within the framework of OS, fairness refers to the degree to which employees believe their organization treats them justly and impartially. This

includes equitable allocation of resources, unbiased decision-making, respectful interactions with supervisors and colleagues, and recognition of employees' contributions²⁷.

Fairness in the workplace encompasses procedural, distributive, and interactional dimensions. Procedural fairness relates to the equity of decision-making processes, including transparency, consistency, and opportunities for employee participation. Distributive fairness concerns the perceived equity of outcomes or resource allocation, ensuring that rewards and benefits are distributed based on performance and contributions. Interactional fairness focuses on the quality of interpersonal treatment and communication, emphasizing respect, honesty, and dignity in interactions between employees and organizational representatives²⁷.

When employees perceive high levels of fairness within their organization, they are more likely to feel supported and valued, which can result in greater job satisfaction, higher engagement, and stronger organizational commitment. Conversely, perceptions of unfairness may lead to dissatisfaction, disengagement, and reduced commitment. In Nigerian universities, fairness and equity are essential dimensions of perceived organizational support. By ensuring that policies, procedures, and practices are fair and equitable, universities can create a supportive and inclusive work environment, enhance employee morale and commitment, and ultimately advance their strategic goals and objectives²⁷.

Supervisory support refers to employees' overall perceptions of the extent to which their supervisors value their contributions and care about their well-being. Employees not only develop general perceptions of how much the organization values them, but

also form similar perceptions regarding the support and concern shown by their supervisors. Since supervisors act as representatives of the organization, responsible for guiding and evaluating subordinates' performance, employees often interpret favorable or unfavorable treatment from supervisors as a reflection of the organization's level of support. Employees who feel valued and supported by their supervisors are less inclined to seek employment elsewhere, as their workplace becomes a source of fulfillment and stability. This is particularly relevant in sectors where employee turnover is high and costly, such as education, healthcare, and customer service industries²⁷.

In educational institutions, particularly among office administrators in universities, supervisory support plays a strategic role. These employees often manage administrative duties, coordinate with multiple departments, and support academic and operational functions. The nature of their work requires clear communication, access to information, and emotional stability, all of which can be fostered by effective supervisory support. A supportive supervisor can inspire administrative staff to perform beyond their routine tasks, adapt to technological changes, and align with the institution's broader goals. However, the effectiveness of supervisory support depends on several factors, including the supervisor's leadership style, emotional intelligence, communication skills, and organizational culture. Supportive supervision is often associated with transformational leadership, which emphasizes inspiration, individualized consideration, and motivation. Conversely, authoritarian or transactional leadership styles may limit the supportive functions of supervision, reducing its positive impact on employees²⁸.

Another measure of organizational support is organizational rewards which include all monetary or non-monetary benefits paid to the employees based on their contributions to the organization. Employees considered that the recognition, organization's wages, and promotion opportunities would affect employee certain behaviors. Human resource practice showed that rewarding the employee for his work performance should have a positive impact on the OS. Signaling theory suggests that early job assignments, promotions, and other organizational experiences shaped by human resource decisions act as indicators of an employee's potential. Organisational support theory posits that employees develop global beliefs about the extent to which their organisation values their contributions and cares about their well-being. Among the many signals that shape these perceptions, rewards play a central role. When employees receive appropriate, timely, and equitable rewards, they interpret these as signs that the organisation is attentive, appreciative, and supportive of their efforts. Thus, a well-structured reward system does not just serve an economic function, it also strengthens the psychological contract between employee and employer²⁸.

Organisational reward is typically classified into two broad categories: extrinsic (tangible) and intrinsic (intangible) rewards. Extrinsic rewards include salaries, bonuses, promotions, health benefits, paid leave, and other financial incentives. These are external to the job itself and are often the most visible form of organisational reward. Intrinsic rewards, on the other hand, involve psychological gratification that employees derive from the job, such as recognition, autonomy, career development opportunities, and the sense of accomplishment. While less visible than financial compensation, these rewards significantly influence motivation, satisfaction, and

engagement. Both types of rewards are instrumental in signaling organisational support. For example, an employee who is consistently recognized for their efforts in meetings or given public acknowledgment may feel more supported than one who receives a bonus but little interpersonal validation²⁹.

Employees who perceive that their organisation rewards them fairly and generously are more likely to develop a sense of loyalty and intrinsic motivation. This perception reduces job dissatisfaction and absenteeism while promoting organizational citizenship behaviors (OCBs), voluntary behaviours that contribute to the organizational environment, such as helping others, suggesting improvements, and advocating for the institution. In university settings, especially among office administrators in universities, the nature and perception of rewards can play a crucial role in determining work performance and retention. These staff members are often tasked with managing academic schedules, student records, procurement processes, and institutional compliance, yet their work frequently goes unnoticed. When administrators are acknowledged through promotions, commendations, or development opportunities, it not only boosts morale but also signals institutional appreciation and support²⁹.

Organisational reward systems do more than influence behavior, they shape how employees feel about their roles and their employers. Rewards that are personalized and meaningful contribute to an employee's psychological empowerment, which is associated with increased initiative, problem-solving, and job satisfaction. This psychological empowerment is a powerful manifestation of organisational support, as it fulfills intrinsic needs for competence, autonomy, and relatedness. Furthermore,

recognition-based rewards such as “employee of the month” awards, verbal praise, or written commendations enhance emotional connectivity with the organisation. These forms of recognition not only make employees feel seen and appreciated but also increase their sense of belonging, which is crucial for long-term commitment and engagement²⁹.

2.2 Theoretical Framework

2.2.1 Burnout-Engagement Continuum Theory

The Burnout-Engagement Continuum Theory is a widely acknowledged framework in occupational health psychology that conceptualizes employee well-being and performance as existing along a single continuum, with burnout and work engagement representing opposite poles. Unlike traditional models that treat burnout and engagement as distinct or unrelated phenomena, this theory posits that they are interconnected emotional and psychological states influenced by a dynamic interplay of job demands and resources. Understanding this continuum is vital for organizations seeking to promote sustainable employee productivity, motivation, and mental health in increasingly demanding work environments. The burnout-engagement continuum was primarily developed from the Job Demands-Resources (JD-R) model, which classifies workplace conditions into two main categories: job demands and job resources. Job demands are the physical, psychological, social, or organizational aspects of a job that require sustained effort and are associated with physiological and psychological costs. Examples include work overload, time pressure, and role ambiguity. In contrast, job resources are aspects of the job that facilitate the

achievement of work goals, help reduce job demands, or promote personal growth and development.

The continuum perspective holds that the presence of excessive job demands, especially in the absence of adequate resources, leads to burnout, while sufficient job resources in the face of manageable demands lead to engagement. Therefore, employee well-being can fluctuate along this spectrum based on changes in work context, support systems, and personal resilience. Burnout is a psychological syndrome that develops as a prolonged response to chronic job-related stressors. It is commonly characterized by three dimensions: emotional exhaustion, depersonalization (or cynicism), and a reduced sense of personal accomplishment³¹. Emotional exhaustion reflects a state of feeling emotionally drained and depleted of emotional resources. Depersonalization involves developing a detached and impersonal response toward clients or coworkers, often as a coping mechanism. Reduced personal accomplishment is characterized by a decline in feelings of competence and productivity at work. On the continuum, burnout is viewed not simply as an endpoint but as a progressively worsening condition resulting from prolonged exposure to high demands without sufficient resources. This means that burnout is not a static state but a dynamic one, which can worsen or improve depending on workplace interventions or changes in the work environment³¹.

On the opposite end of the continuum lies work engagement, which is defined as a positive, fulfilling, work-related state of mind. Some authors conceptualize engagement through three key dimensions: vigor, dedication, and absorption. Vigor refers to high levels of energy and mental resilience at work. Dedication reflects a

sense of significance, enthusiasm, and pride in one's job. Absorption means being fully concentrated and deeply engrossed in one's work. Engagement is not merely the absence of burnout but an active, energetic state that fosters productivity and creativity. Engaged employees are more likely to exhibit organizational citizenship behaviors, show lower turnover intentions, and report better overall well-being³².

By viewing burnout and engagement as part of a continuum, the theory emphasizes that they are not merely opposite ends of a binary but represent a spectrum of psychological functioning. This means an employee can move along the continuum depending on their work environment, coping strategies, and available support systems. For instance, a mildly disengaged employee may not yet be burned out but may be on a trajectory toward burnout if stressors increase or resources diminish. This continuum also allows for more nuanced diagnosis and intervention. Rather than simply labeling employees as "engaged" or "burned out," managers and HR professionals can assess where on the spectrum an individual or team lies and design targeted interventions to move them toward engagement³². For example, increasing job resources like social support or opportunities for learning and growth can help shift employees away from the burnout zone. The Burnout-Engagement Continuum Theory has several implications for organizational management and human resource practices. First, it reinforces the need for regular employee assessments to identify early signs of burnout and stagnation. Second, it advocates for proactive management strategies that balance job demands with sufficient job resources. Organizations should not only aim to reduce stressors but also enhance motivational factors such as recognition, autonomy, and skill development. Third, the continuum suggests that

engagement is not a luxury but a necessity for organizational resilience. Especially in high-pressure environments like healthcare, education, and technology sectors, supporting employee engagement through resource enrichment can significantly reduce turnover and absenteeism while boosting innovation and increase work engagement³².

The Burnout-Engagement Continuum Theory is highly relevant to understanding the work engagement of office administrators in universities, given the demanding and multifaceted nature of their roles. Office administrators serve as the backbone of university operations, coordinating academic and administrative functions, managing records, liaising with departments, and ensuring compliance with institutional policies. An administrator who has access to efficient digital tools, supervisory support, and clear communication may experience vigor, dedication, and absorption (engagement). By using the continuum theory, universities can identify at-risk administrators and assess which demands are most burdensome and what resources are lacking. This facilitates targeted intervention such as introducing workflow automation tools or mentorship programs to shift employees from burnout toward engagement.

2.2.2 Technology Acceptance Model

The theory for analyzing the factors that can influence acceptance of the use of information technology systems is the Technology Acceptance Model (TAM). The Technology Acceptance Model (TAM), introduced by Davis et al., is a widely recognized and influential framework used to explain individuals' acceptance and use of information technology systems³³ and has been re-developed by many researchers. The Technology Acceptance Model (TAM) is adopted from the Theory of Reasoned

Action (TRA) model. The Technology Acceptance Model (TAM) posits that users' reactions and perceptions toward information technology influence their attitudes and subsequent acceptance of the technology. It provides a framework for analyzing and understanding the key factors that determine the adoption and use of technological systems³³. The aim of the TAM model is to explain the main factors of user behaviour towards technology user acceptance. According to TAM, two main factors influence an individual's acceptance of technology perceived usefulness and perceived ease of use. Perceived usefulness refers to the degree to which a person believes that using a system will enhance their job performance. Perceived ease of use, on the other hand, is the extent to which an individual believes that using the system will be free from effort and relatively simple to operate. Together, these perceptions shape users' attitudes and behaviors toward technology adoption³³.

Applying the concepts of perceived usefulness and perceived ease of use to the Ruangguru application, perceived usefulness refers to the effectiveness of the platform in helping students comprehend subject matter, while perceived ease of use relates to the simplicity experienced by both students and administrative staff when navigating the application. According to TAM, users' attitudes toward adopting and continuously using a technology are shaped by these perceptions, if the system is seen as both useful and easy to use, sustained utilization is more likely³⁴. The Technology Acceptance Model (TAM) consists of five core perceptions: perceived usefulness, perceived ease of use, attitude toward using, behavioral intention to use, and actual system use. Subsequent modifications of the model have introduced additional variables such as perceived preferences, job relevance, and result visibility. In this

study, four TAM constructs are applied perceived usefulness, perceived ease of use, attitude toward using, and actual usage. Within TAM, attitude toward use is conceptualized as an individual's evaluative response either acceptance or rejection toward a system. This attitude serves as a critical indicator of technology acceptance, as it reflects the user's positive or negative feelings about adopting the technology³⁴.

User attitudes toward adopting information technology play a crucial role in determining its success. Perceived ease of use and perceived usefulness enhance users' willingness and behavioral intention to engage with the technology, thereby influencing their attitude toward its adoption. Actual usage, in turn, represents the observable behavior of system adoption and serves as an important outcome variable within the TAM framework. It reflects a user's real interaction with the technology and provides measurable evidence of acceptance. In this sense, actual system use can be seen as an external behavioral response, captured through the extent and frequency of real-world application³⁴.

There are a number of researches that have used the theory to test the model and the results have been reliable. TAM explains factors affecting the acceptance and use of computer technology. The Technology Acceptance Model (TAM) postulates that behavioral intention is the primary determinant of actual use of information and communication technology. Over time, TAM has been widely applied by researchers to explain and predict individuals' acceptance of, and intention to adopt, various ICT tools and systems. The TAM theory consists of two major constructs the perceived usefulness and perceived-ease-of-use³⁵.

Perceived usefulness (PU) is defined as an individual's belief or subjective assessment that using a particular application system will enhance their job performance or improve service delivery within an organizational context. Perceived-ease-of-use (EOU) refers to the degree to which the perspective user expects the target system to be free of effort³⁵. TAM explains that perceived usefulness and perceived-ease-of-use are of main relevance regarding computer acceptance behaviours. The theory is relevant to this study since it involves Information and Communication Technology. Perceived usefulness and perceived ease of use are central constructs that explain and predict individuals' acceptance of information and communication technology, including among administrative staff in organizations and tertiary institutions. In essence, when an ICT system is perceived as highly useful, prospective users are more likely to adopt and utilize it. The prospective users in this study are administrators³⁵.

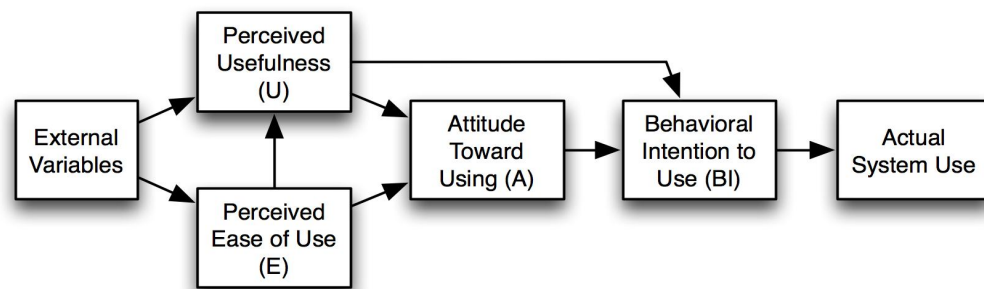


Figure 2.1: Technology Acceptance Model (TAM) by Davis, (2003 version)

The application of technology encompasses the creation of networks and communication systems among different areas and individuals within an organisation, companies and tertiary institutions adopt office automation use at different phases to

enhance work engagement procedure and to upgrade the quality of their job. It is stated that the TAM is a cost effective and efficient model that motivates development, promotes growth, supports innovation and improves service delivery. Technologies advance and improve service delivery to students, academic staff and other stakeholders in the tertiary institution. Therefore, a TAM has been considered as an apt conceptual model for this study. The TAM was adopted by the study to explore mutual connectivity between external and internal variables that affect the acceptance of automation by the administrative staff and factors which affect actual behaviour³⁶. This theory is relevant to this study because if secretaries are able to accept and make use of office automation tools effectively, it would make them to perceive its use, and also identify its speed and accuracy towards delivering timely services to students, academic staff and other stakeholders in the tertiary institution. Perceived usefulness ensures the importance associated with using ICT tools. Consequently, the quality of secretaries productivity would be enhance if they embrace the use of technology. TAM was used in the study to develop a better idea of why users accept or reject a given automation and how automation can be improved through technology design.

2.2.3 Perceived Organisational Support Theory

This theory was propounded by Rhode and Eisenberger in 2002, with an assumption that perceived organizational support would be valued by employees for meeting socio-economic needs, providing an indication of the organizations readiness to reward increased work effort, and indicating the organizations inclination to provide aid when needed to carry out ones job effectively. Perceived Organizational Support (POS) Theory which is characterized by fairness in workplace, supervisors support

and organizational reward is a well-established construct in organizational psychology that focuses on employees' beliefs about the degree to which their organization values their contributions and cares about their well-being. Initially introduced by Eisenberger, Huntington, Hutchison, and Sowa, the theory suggests that when employees perceive their organization as supportive, they are more likely to exhibit higher levels of job satisfaction, commitment, performance, and engagement. POS has become increasingly relevant in contemporary work settings where psychological contracts and employee-employer relationships are central to productivity and well-being³⁷.

Fairness in workplace refers to the perception of how office administrators were treated justly and their responsibility to act impartially in the execution of their duties. Organizational support theory posits that the development of perceived organizational support (POS) is influenced by employees' tendency to attribute human-like characteristics to the organization. Employees often interpret the actions of organizational agents as indicative of the organization's intentions, rather than merely the agents' personal motives. As Levinson suggested, this personification is reinforced by the organization's legal, moral, and financial accountability for its agents' actions, its policies, norms, and culture that provide continuity and guide role behaviors, and the authority exercised by organizational agents over employees. Supervisor support refers to the extent to which office administrators perceive their immediate supervisors as being approachable, helpful, and concerned about their well-being and professional development. Consequently, employees perceive

favorable or unfavorable treatment as reflecting the organization's overall support or disfavor toward them³⁸.

At its core, POS is grounded in social exchange theory and the norm of reciprocity. Social exchange theory posits that social behavior is the result of an exchange process aiming to maximize benefits and minimize costs. In this context, when organizations provide resources, recognition, and support, employees feel obliged to reciprocate with positive attitudes and behaviors, such as increased loyalty, commitment, and performance. Social exchange theorists contend that resources or support received from others are more highly valued when they are provided voluntarily, rather than as a result of circumstances beyond the donor's control. Such discretionary assistance is perceived as a signal that the donor genuinely values and respects the recipient³⁸. Organizational rewards and favorable job conditions such as pay, promotions, job enrichment, and influence over organizational policies contribute more strongly to perceived organizational support (POS) when employees believe they stem from the organization's voluntary actions, rather than external constraints like union negotiations or governmental regulations. Since supervisors act as organizational agents, employees' receipt of favorable treatment from supervisors can enhance POS. The strength of this relationship depends on the extent to which employees perceive the supervisor as representing the organization, rather than interpreting their actions as personal or idiosyncratic³⁸.

The norm of reciprocity a key aspect of social exchange suggests that people respond to positive treatment from others with similar positive treatment. Therefore, when employees feel that their organization supports them, they are more likely to "give

back" through greater engagement, organizational citizenship behaviors (OCBs), and reduced intentions to leave the organization. Organizational support theory also explains the psychological processes underlying the effects of perceived organizational support (POS). First, based on the norm of reciprocity, POS creates a felt obligation among employees to care for the organization's well-being and contribute to achieving its objectives. Second, the care, approval, and respect conveyed by POS fulfill employees' socioemotional needs, encouraging them to integrate organizational membership and role status into their social identity³⁹.

Third, perceived organizational support (POS) is expected to strengthen employees' beliefs that the organization recognizes and rewards enhanced performance, reflecting performance-reward expectancies. These psychological processes are associated with positive outcomes for both employees such as increased job satisfaction and improved mood and for the organization, including higher affective commitment, enhanced performance, and reduced turnover. A key strength of organizational support theory is that it offers clear, testable predictions regarding the antecedents and outcomes of POS, with well-specified processes that can be empirically examined³⁹.

The theory is particularly relevant in settings such as universities, where administrative staff often operate under intense workloads and high expectations. Office administrators, for instance, juggle multiple responsibilities involving students, faculty, and institutional processes. When these employees perceive that the university provides sufficient resources, acknowledges their hard work, and offers emotional and instrumental support, they are more likely to demonstrate organizational commitment, reduced absenteeism, and proactive service behaviour.

Conversely, the absence of perceived support may lead to disengagement, job dissatisfaction, or even psychological withdrawal from work responsibilities. Thus, for university management, cultivating an environment that promotes high POS is not just beneficial but essential for operational efficiency and employee well-being³⁹.

The Perceived Organizational Support (POS) Theory is highly relevant to understanding and enhancing work engagement among office administrators in universities because office administrators perform a wide range of complex, repetitive, and time-sensitive tasks, from student record management to coordinating academic and institutional events. When these administrators perceive strong organizational support such as access to needed resources, fair policies, supervisor backing, and recognition they are more likely to exhibit vigor (mental resilience and energy at work), show dedication (pride and enthusiasm in their roles), and experience absorption (deep immersion in tasks). Without this support, they may become disengaged, emotionally exhausted, or indifferent to their responsibilities.

2.3 Review of Empirical Studies

2.3.1 Information Communication Technology Use and Work Engagement

A study was conducted to investigate the correlation between employee engagement and perceived competence in a sample of healthcare professionals. Higher levels of perceived competence were significantly correlated with increased levels of engagement, notably in terms of vigor and dedication, according to the study. The authors proposed that employees are more inclined to invest energy and enthusiasm in their work when they feel competent, which results in increased engagement⁴⁰. A study was conducted on meta-analysis to investigate the correlation between

employee engagement and psychological empowerment, which encompasses competence. Results showed that the level of work engagement of employees was moderately high. The results suggested that throughout a variety of job contexts, competence was a robust predictor of engagement. The research also demonstrated that employees who perceived themselves as competent and empowered were more inclined to participate in proactive behaviours, including the pursuit of novel challenges and the promotion of organisational objectives⁴¹. A study was conducted to investigate the impact of competence on job crafting behaviours and subsequent employee engagement. Results showed that the level of work engagement of employees was moderate. The researchers discovered that employees who regarded themselves as competent were more inclined to participate in job crafting, which involves actively modifying their employment to better align with their strengths and interests. In turn, this proactive behaviour increased their engagement, particularly in terms of assimilation and dedication⁴².

Another recent study was conducted that investigated the impact of continuous professional development on the engagement and competence of educators. Teachers who engaged in professional development activities reported higher levels of competence, which substantially predicted their engagement, particularly in terms of Vigor and dedication, according to the study. The results emphasise the importance of initiatives that promote competence in the development of long-term engagement⁴³.

Another study was conducted and it was reported that employees who perceived themselves as competent were more likely to experience high levels of engagement, which were defined by vigor, dedication, and absorption. The research emphasised

that competence increases self-efficacy, which in turn promotes a more profound emotional investment in one's work⁴⁴. In the same vein, another similar study was conducted and it was revealed a positive correlation between employee engagement and perceived competence, particularly in high demand work environments. The researchers noted that employees who perceived themselves as competent in their positions demonstrated higher levels of job satisfaction and engagement, indicating that competence is a substantial predictor of engagement outcomes⁴⁵.

A study examining work engagement among employees and its relationship with work unit performance in a higher education institution employed a descriptive research design. The findings indicated that employees exhibited high levels of work engagement in terms of vigor, dedication, and absorption, accompanied by high performance evaluation ratings. Married employees demonstrated greater dedication to their work, likely due to their mature roles and family responsibilities. Employees over the age of 40 showed higher engagement levels, reflecting their greater expertise in performing daily tasks compared to younger and middle-aged employees. However, some employees with high dedication did not consistently translate their engagement into high performance ratings⁴⁶.

A similar study investigated the impact of employee engagement on the performance of employees in United Nations Development Programme, Abuja, Nigeria. The survey research design was used in the study and data was collected from primary source with the use of questionnaire. The study population consists of about 251 employees of UNDP, Abuja, which was adopted as the sample size for the study. It was found that the level of work engagement of employees in United Nations

Development Programme, Abuja, Nigeria was high. The study concluded that autonomy to work independently has a positive significance relationship with employee performance in UNDP, Abuja. It was recommended that the management of United Nations Development Programme (UNDP), Abuja, Nigeria should establish a work inclusive policy which would give guidelines to all stakeholders on how employee engagement will be implemented to foster management commitment toward enhancing employee job satisfaction⁴⁷.

Another study was conducted among 300 public sector workers in Lagos and Ogun States. Their findings revealed that employees who reported high-frequency ICT usage (e.g., using project management tools, communication platforms like Zoom or Microsoft Teams, and data-sharing systems) also exhibited higher scores in the Utrecht Work Engagement Scale (UWES). Findings showed that ICT tools increase task efficiency, reduce role ambiguity, and enhance communication all of which contribute to employees feeling more vigorous and absorbed in their work⁴⁸. Another study examined the influence of ICT use on work engagement is not uniform across all sectors. In the education sector, particularly among university lecturers in institutions like Obafemi Awolowo University and the University of Ibadan. It was reported that while ICT enabled better course delivery and research productivity, technical challenges and lack of training often led to ICT-related stress, which negatively impacted engagement levels. One of the key findings showed that effectiveness of ICT use on engagement is moderated by the availability of support infrastructure and digital literacy⁴⁹.

A study surveyed 150 employees across banking and telecommunication industries and found that ICT tools facilitated continued collaboration, goal setting, and performance monitoring during lockdown periods. It was found that the level of ICT use among employees was high. Employees who adapted well to ICT-driven remote work reported high levels of engagement. Findings showed that ICT-enabled flexibility in work arrangements contributes to enhanced employee satisfaction and engagement, especially when paired with autonomy⁵⁰.

Another study explored the relationship between ICT deployment and employee engagement in selected government ministries in the FCT. Using a sample of 350 respondents, their findings showed a statistically significant positive relationship between the use of ICT tools (digital filing systems, email platforms, and workflow software) and all three engagement components. Employees who reported frequent and effective use of ICT tools demonstrated higher levels of vigor, were more dedicated to their roles, and exhibited deeper absorption in their tasks. According to the researchers, ICT tools helped streamline bureaucratic processes, thereby reducing job-related fatigue and increasing employees' psychological investment in their work⁵¹. A study was conducted in Benue and Nasarawa states that investigated the impact of ICT proficiency on work engagement among academic and non-academic staff in state-owned universities. The researchers used a mixed-methods design involving structured questionnaires and interviews with 278 staff members. The findings revealed that staff members who received regular ICT training and support reported significantly higher levels of engagement than those who lacked such exposure. Notably, training helped reduce technostress a barrier to absorption and

vigor, while enabling employees to better utilize online learning management systems, data portals, and internal communication platforms⁵².

A study was conducted across healthcare institutions in Plateau and Niger States found that ICT use in clinical administration (electronic health records, appointment systems, and diagnostic tools) significantly improved employees' work absorption and vigor. Healthcare professionals who used these tools reported feeling more in control of their work, experiencing reduced administrative burdens, and having more time for patient care. However, the same study noted a lack of job dedication among some ICT users, attributed to poorly designed digital systems that sometimes increased the complexity of basic tasks⁵³. A study was conducted on ICT use and the authors surveyed 200 employees from banks and firms in Abuja and Jos. They found that employees who transitioned to remote or hybrid work models using ICT platforms (Zoom, Microsoft Teams, Slack) reported increased autonomy and flexibility. This shift was associated with heightened levels of dedication and absorption, especially among younger, digitally literate employees. However, the study also emphasized the digital divide older employees or those in rural areas faced greater difficulty adapting to remote work technologies, leading to engagement gaps⁵⁴.

A study examined ICT adoption and employee engagement among 412 staff across multinational oil firms in Rivers and Delta States. Findings revealed that ICT tools significantly boosted employee vigor, reducing physical and cognitive exhaustion associated with manual processes. ICT-enabled systems such as SAP, Oracle EBS, and customized drilling software helped employees work more efficiently and with greater precision. These tools also improved dedication, as workers associated their

ICT-empowered roles with high status, responsibility, and organizational value. However, the study noted that over-reliance on ICT sometimes reduced interpersonal interaction, which some employees described as detrimental to workplace cohesion and team morale⁵⁵.

A study surveyed 300 academic and non-academic staff at universities and polytechnics in Akwa Ibom and Cross River States. The study found a positive relationship between ICT proficiency and absorption staff members who effectively used e-learning platforms (Moodle, Google Classroom), academic databases, and virtual meeting tools (Zoom, MS Teams) reported deeper focus on tasks and greater satisfaction in work performance. ICT use allowed them to manage time better and engage with content delivery innovatively, thus increasing both absorption and dedication. The researchers recommended continued investment in ICT infrastructure and regular capacity-building programs to maintain and scale these engagement gains⁵⁶.

A survey studied 250 SME employees across Edo and Bayelsa States, and found that ICT use positively impacted employee vigor and task satisfaction in digitally mature firms. Employees in SMEs that had adopted accounting software, CRM tools, and online payment platforms reported lower stress levels and a sense of control over work tasks. These tools eliminated repetitive manual processes, thus reducing fatigue and enhancing energy levels (vigor). However, in SMEs lacking digital infrastructure or where ICT implementation was poorly managed, employees experienced technostress, information overload, and reduced engagement. The study highlights the

importance of contextual digital maturity as a mediating factor in ICT's effect on engagement⁵⁷.

A sector-leading study explored the holistic impact of ICT on engagement among employees in telecommunications companies operating in Cross River and Edo States. Their survey of 315 respondents revealed that ICT-enabled collaboration tools (Slack, Zoom, Jira) were significantly associated with higher levels of vigor, dedication, and absorption. Real-time access to information, virtual teamwork, performance dashboards, and mobile work apps empowered employees to be more agile and solution-driven. These capabilities led to enhanced job ownership, a sense of professional purpose, and deep immersion in work tasks. The study recommended that companies invest in employee-centric ICT tools and provide continuous digital literacy training to sustain engagement outcomes⁵⁸.

A study investigated the role of ICT adoption in employee engagement among workers in commercial banks in Accra and Kumasi. Using a sample of 500 employees across five major banks, the researchers found a strong positive correlation between ICT usage such as core banking applications, mobile banking platforms, and internal communication software and employee dedication and vigor. Employees using robust ICT systems reported a stronger sense of purpose and pride in their work, partly due to the efficiency and accuracy these tools allowed. The study also noted a significant reduction in work-related fatigue due to automation of repetitive tasks, which enhanced vigor. However, the study highlighted technostress and fear of job redundancy due to automation as emerging issues, particularly among older employees⁵⁹.

A study examined the relationship between ICT integration and work engagement among academic staff in public universities in Ghana. Surveying 312 lecturers from the University of Ghana, University of Cape Coast, and Kwame Nkrumah University of Science and Technology (KNUST), the study found that access to Learning Management Systems (LMS), online grading tools, and virtual conferencing platforms (Zoom, MS Teams) significantly enhanced absorption and dedication. Academic staff who frequently used these tools reported deeper cognitive involvement in their tasks, especially in online teaching and content creation. The researchers concluded that ICT not only improved instructional delivery but also increased psychological attachment to work⁶⁰.

A study explored ICT use and employee engagement in this sector through a survey of 280 employees. Findings indicated a strong, positive impact of ICT usage ranging from customer service platforms and performance monitoring software to workflow automation systems on all three dimensions of work engagement: vigor, dedication, and absorption. Employees expressed higher energy levels, greater enthusiasm for work tasks, and deeper immersion in service delivery. The study attributed this to constant ICT innovation, effective training programs, and strong IT support systems in the industry, which help workers stay current and feel empowered⁶¹. A study involving 400 civil servants from ministries in Accra and Takoradi, found a moderate relationship between ICT use and employee engagement. Civil servants who had access to ICT tools such as e-filing systems and email servers showed moderate dedication and vigor, but the lack of standardization in ICT deployment limited broader engagement gains. Challenges included unreliable internet connectivity, lack

of ICT training, and resistance to change among senior staff. The researchers concluded that while ICT has potential to drive engagement, it must be supported by organizational change management and capacity-building efforts⁶².

A study in Kumasi and Tema explored ICT use and employee engagement across 120 SMEs. Results revealed that employees in digitally mature SMEs those using accounting software, e-commerce platforms, and CRM tools experienced greater vigor and absorption, largely due to time-saving technologies and streamlined communication. However, in less technologically advanced firms, ICT use was minimal and often ad hoc, resulting in negligible engagement benefits. Barriers cited included cost of ICT tools, lack of in-house IT expertise, and limited awareness of digital solutions. The study emphasized the need for public-private partnerships to support digital inclusion among small businesses⁶³.

A study investigated the use of enterprise social media platforms (Yammer, Microsoft Teams) and found that they significantly enhanced interpersonal communication and collaboration, leading to improved employee engagement. Employees who used these platforms reported greater absorption and felt more connected to their teams and organizational goals. The study further concluded that employees felt more empowered when they had control over digital tools and could customize their workflow, leading to increased vigor and job satisfaction⁶⁴. A study was conducted on the impact of ICT use on work engagement and found that employees who effectively used tools such as Canvas, and Zoom experienced higher absorption in teaching and dedication to student outcomes. It was found that there was significant influence of ICT use on work engagement of employees. These tools allowed greater flexibility

and creativity in lesson delivery, which in turn enhanced educators' connection to their work. However, digital fatigue and insufficient training in new technologies were identified as challenges that could undermine engagement if left unaddressed⁶⁵.

A study examined MTN Uganda's adoption of remote working strategies and their effect on employee performance. Findings indicated that flexible work schedules and accessible technology positively influenced employee motivation and work engagement. The availability of ICT resources enabled employees to maintain productivity and engagement despite the challenges posed by remote work settings⁶⁶.

In Northern Uganda, a qualitative study explored the use of ICT in rural health centers and its impact on health worker retention and engagement. Despite challenges such as limited ICT skills and infrastructure, health workers perceived ICT as beneficial for job performance and professional development. Access to online resources and communication tools provided support and reduced feelings of isolation, thereby enhancing engagement and the likelihood of retention in remote areas⁶⁷. A study on universities in Uganda assessed ICT utilization and its relationship with employee engagement. The research found that effective ICT infrastructure and organizational support were critical in enhancing ICT utilization. However, user perceptions and attitudes towards ICT significantly influenced engagement levels. The study emphasized the need for positive organizational culture and adequate training to maximize the benefits of ICT on employee engagement⁶⁸.

A study explored the effect of ICT adoption on employee performance at the African Development Bank in Nairobi. The study found that ICT integration in hybrid working arrangements streamlined processes, improved service delivery, and fostered

innovation. Employees experienced reduced commuting time, leading to increased focus and productivity. The research concluded that ICT adoption in hybrid models significantly enhances employee engagement by providing flexibility and autonomy⁶⁹. A study investigated work engagement among millennial frontline employees in Kenya's hospitality industry. The study found that high-performance work practices, supported by ICT tools, positively influenced work engagement. Employees reported that ICT facilitated better communication, access to information, and task management, leading to increased dedication and absorption in their roles. The research highlighted the importance of aligning ICT tools with employee needs to maximize engagement⁷⁰.

A study examined the relationship between hybrid work systems and employee performance in Kenyan telecommunication firms. The study found a strong positive correlation between job autonomy, enabled by ICT, and employee performance. Employees with greater autonomy reported higher levels of engagement, attributing this to the flexibility and control provided by ICT tools. The research recommended that organizations leverage ICT to enhance job autonomy and, consequently, employee engagement⁷¹.

A study investigated the factors influencing IT adoption and its impact on cooperative performance in the Egba Division, Ogun State, Nigeria. The research collected primary data from 122 respondents using a multi-stage sampling technique and a structured questionnaire. Data were analyzed using descriptive statistics, Binary Logit, and Cobb-Douglas functions. The typical respondent was 32.8 years old, male (80.3%), married (64.8%), and had completed high school (31.2%). Cooperative

membership ranged from 10 to 58 individuals. The most frequently used IT facilities included office phones (84.4%), computer systems (63.9%), and televisions (45.9%), though 23.3% of supervisors lacked basic computer skills. Regression analysis revealed that managers' age, education, experience, and computer literacy significantly influenced IT adoption, while the use of computer systems, office phones, televisions, and managerial experience enhanced cooperative performance. The primary barriers to IT adoption were high IT costs (63.1%) and low membership/financial capacity (45.9%). The study recommended that the government implement policies to increase cooperative membership and funding, mandate computer training for managers and staff under cooperative education programs, and incorporate IT adoption into cooperative by-laws.⁷²

A study examined measurement techniques for assessing the impact of information and communication technology (ICT) on sustainable development in developing countries, with a particular focus on Nigeria. The research employed a meta-analysis approach to review existing literature on ICT impact measurement and sustainable development processes. The study identified multiple areas influenced by ICT, including poverty reduction, education, health, economic growth, environmental sustainability, social inclusion, and governance. It also discussed the challenges and opportunities associated with measuring ICT impact, such as data availability, quality, comparability, methodological considerations, indicator selection and aggregation, and policy implications. The findings indicated that ICT positively contributes to sustainable development in Nigeria by enhancing productivity, efficiency, innovation, competitiveness, access to information and services, and empowerment. Various

methodologies for measuring ICT impact were highlighted, including analytical approaches, case studies, panel studies, statistical surveys, administrative data, and other techniques. The study recommended that the government actively oversee technology policy to build human resource capacity, promote ICT infrastructure and services, support ICT innovation and dissemination, and monitor ICT's impact on sustainable development⁷³.

A study was conducted to analyze the use of information and communication technologies (ICTs) and perceived work performance of university library personnel in Oyo State, Nigeria. The study utilized a descriptive research methodology of the survey type and collected primary data from 187 respondents using a questionnaire applying a purposive sample technique. Descriptive statistics and Pearson Product Moment Correlation analysis were used to analyze the data. The survey discovered that the primary applications of ICTs by university library professionals were report preparation, document scanning, and sending and receiving e-mail communications. The study also found that the most widely used ICTs were computers, phones, and photocopiers. According to the report, the main hindrance to ICT use is the library's insufficient funding. The study found that university library professionals had a high level of reported job performance, and there was no significant association between their utilization of ICTs and their perceived job performance. The study advised that library professionals be up to date on current ICT trends, that computer training be made vital for managers/staff, and that the government supply adequate money for the library⁷⁴.

2.3.2 Organisational Support and Work Engagement

A study investigated the relationship between supervisor support and work engagement among employees in public and tertiary institutions in Ogun State, Southwest Nigeria. The research utilized a descriptive survey design, sampling 476 employees across various institutions. Findings indicated a significant positive correlation between perceived supervisor support and work engagement. Employees who felt supported by their supervisors reported higher levels of vigor, dedication, and absorption in their roles. This underscores the importance of supportive leadership in fostering employee engagement in the educational sector⁷⁵. Another study explored the impact of management support on academic staff engagement in selected universities in Southwest Nigeria. The study employed a quantitative approach, gathering data from academic staff across various institutions. Results showed that the level of work engagement of employees was moderate. It was also revealed that management support, including provision of resources, recognition, and professional development opportunities, significantly enhanced work engagement among academic staff. The study emphasized that when management actively supports their employees, it leads to increased motivation, commitment, and performance⁷⁶.

A similar study examined the interplay between organizational support, work-family conflict, and job commitment among working mothers in public universities in Southwest Nigeria. The study utilized a cross-sectional survey design, sampling female academic staff balancing work and family responsibilities. Findings indicated that organizational support, such as flexible work schedules and family-friendly policies, mitigated work-family conflict and enhanced job commitment. This suggests

that supportive organizational practices are crucial in promoting work engagement among working mothers⁷⁷.

A study investigated the relationship between perceived organizational support and burnout among registered nurses across states in Southwest Nigeria. The study adopted a cross-sectional research design, analyzing data from nurses in various healthcare institutions. It was found that the level of organisational support was high. Results demonstrated that higher levels of perceived organizational support were associated with lower levels of burnout. Nurses who felt valued and supported by their organizations reported increased work engagement and reduced emotional exhaustion⁷⁸. Another study was conducted at the Federal University of Kashere in Gombe State, North Central Nigeria, to examine the effect of perceived organizational support on non-monetary compensation and employee performance. The findings revealed that perceived organizational support significantly influenced employee performance, particularly through non-monetary compensation mechanisms such as recognition, career development opportunities, and supportive work environments. This underscores the importance of organizational support in enhancing employee engagement and performance in academic institutions⁷⁹.

A study investigated the moderating role of perceived organizational support in the relationship between burnout and work engagement among nurses in three federal hospitals in Enugu State, Nigeria. The study found that perceived organizational support positively predicted vigor and dedication dimensions of work engagement. Moreover, it moderated the relationship between reduced personal accomplishment and the absorption dimension of work engagement, suggesting that organizational

support can buffer the negative effects of burnout on engagement⁸⁰. A study examined the influence of perceived organizational support on work commitment among employees in universities in South-East Nigeria. Although the study focused on the South-East region, its findings are relevant to North Central Nigeria due to similar organizational structures and cultural contexts. It was found that the level of organizational support is moderate. The study revealed that employees who perceived higher organizational support exhibited greater work commitment, highlighting the role of supportive organizational practices in fostering employee engagement⁸¹.

A study explored the relationship between organizational support perception and employee engagement in selected microfinance banks in South-East Nigeria. While the study was conducted in the South-East, its insights are applicable to the banking sector in North Central Nigeria. The findings indicated a significant positive relationship between supervisor support (a component of organizational support) and employee vigor, a dimension of work engagement. This emphasizes the importance of supportive leadership in enhancing employee engagement in the banking industry⁸².

A study explored the relationship between organizational climate and employee engagement in microfinance banks in Southeast Nigeria. The study focused on career development climate and teamwork climate as facets of organizational support. Findings revealed significant positive relationships between these climates and employee engagement and absorption, respectively. These results suggest that a supportive organizational climate fosters higher levels of employee engagement⁸³.

A study investigated the role of organizational climate in enhancing employee engagement in commercial banks in Southeast Nigeria. The study identified

distributive justice climate and open communication climate as significant predictors of job satisfaction and positive meaning, respectively. These findings highlight the importance of fair treatment and transparent communication in promoting employee engagement in the banking sector⁸⁴. An empirical study was conducted on the relationship between corporate organizational culture and employee engagement in firms located in Southeast Nigeria. The study found significant relationships between various organizational culture types (collaborative, hierarchy, adhocracy, market, and achievement cultures) and dimensions of employee engagement (emotional, cognitive, physical, solidarity, and priority engagement). These results suggest that cultivating a supportive organizational culture can enhance multiple facets of employee engagement⁸⁵.

A study was conducted at the Cape Coast Teaching Hospital in Ghana examined the moderating effect of perceived organizational support on the relationship between employee engagement and job performance among medical staff. The findings revealed that employee engagement significantly influences job performance and that perceived organizational support moderates this relationship. The study recommends that management adopt policies such as effective leadership and fair HR practices to stimulate employee engagement and perceived organizational support⁸⁶.

Another study investigated the relationship between connectedness, lecturer self-efficacy, perceived organizational support, and work engagement in higher education institutions in Nigeria. The study found that perceived organizational support significantly predicts work engagement among academic staff. This underscores the

importance of organizational support in fostering engagement in the academic sector⁸⁷.

A similar study examined the impact of supervisory support on employee engagement in Ghana's telecommunications sector and the moderating effect of supportive organizational culture on this relationship. The study found that supervisory support significantly influences employee engagement and that supportive organizational culture moderates this relationship. These findings suggest that organizations should emphasize measures such as robust feedback systems and training of supervisors to enhance employee engagement⁸⁸. A study investigated the relationship between perceived organizational support (POS) and work engagement, finding that POS positively predicts employees' weekly work engagement. The study also highlighted that POS fluctuates within individuals over time, suggesting that consistent organizational support is crucial for sustained employee engagement⁸⁹. A research was conducted that explored the mediating effect of self-efficacy on the relationship between POS and work engagement among primary school teachers. The findings indicated that self-efficacy significantly mediates this relationship, emphasizing the importance of fostering employees' belief in their capabilities alongside providing organizational support⁹⁰. A study was examined on how thriving and flourishing mediate the relationship between POS and work engagement. The research concluded that POS positively influences thriving and flourishing, which in turn enhance work engagement. This underscores the multifaceted pathways through which organizational support can bolster employee engagement⁹¹.

A study investigated whether psychological capital (PsyCap) mediates the relationship between POS and employee well-being. Their study found that POS, PsyCap, and well-being are positively correlated, and that PsyCap fully mediates the relationship between POS and well-being. This suggests that organizations should focus on enhancing employees' psychological resources to improve engagement and well-being⁹².

A study examined the mediating effect of POS on the relationship between authentic leadership (AL) and work engagement among employees in an international IT organization in South Africa. The study concluded that POS partially mediates the relationship between AL and engagement, highlighting the importance of organizational support in enhancing the positive effects of leadership on employee engagement⁹³. A study explored the impact of resilience and POS on employee engagement in a competitive sales environment. The study found that POS is positively associated with employee engagement, indicating that when sales representatives feel supported by their organization, they are more likely to be engaged in their work⁹⁴. A study investigated the relationship between perceived organizational support (POS) and work engagement among employees in South Korea's public sports organizations. The findings indicated that POS has a significant positive effect on work engagement. Furthermore, work engagement was found to fully mediate the relationship between POS and both organizational citizenship behavior and customer orientation. This suggests that enhancing organizational support can lead to increased employee engagement, which in turn fosters positive organizational behaviors⁹⁵.

A more recent study examined the impact of organizational justice on work engagement among public service and general workers in South Korea. The study found that organizational justice positively influences work engagement. Additionally, the presence of a supportive learning environment moderated this relationship, emphasizing the importance of organizational support structures in enhancing employee engagement⁹⁶. Research explored the interplay between learning agility, perceived organizational support, and innovative behavior among South Korean employees. The study revealed that employee engagement mediates the relationship between learning agility and innovative behavior. Moreover, perceived organizational support was found to moderate this mediation effect, indicating that higher levels of organizational support strengthen the positive impact of learning agility on innovative behavior through increased engagement⁹⁷.

A literature review examined the relationship between perceived organizational support (POS), psychological empowerment, and employee engagement in public health facilities in Kenya. The review emphasized that POS serves as a valuable resource for fostering employee engagement and promoting positive organizational behaviors among healthcare personnel. Employees who perceive high levels of organizational support are more likely to be engaged in their work, which in turn enhances service delivery and patient satisfaction⁹⁸. A study examined the moderating role of perceived organizational support on the effect of occupational stress management practices on employee engagement among law enforcement officers in Uasin Gishu County, Kenya. The study found that organizational support significantly moderated the relationship between stress management practices and

employee engagement. When officers perceived higher levels of support from their organization, the positive effects of stress management practices on engagement were enhanced⁹⁹.

Another study explored the moderating effect of perceived organizational support on the relationship between high-performance work practices and the performance of healthcare workers in public hospitals in Kenya. The study concluded that organizational support had no significant moderating effect on the relationship between high-performance work practices and employee performance. This suggests that while high-performance work practices are important, organizational support may not always enhance their impact on employee performance¹⁰⁰. A study was conducted on the predictive effect of organizational support (OS) on Work Engagement (WE) in the Malaysian banking industry. The study found a significant positive relationship between OS and WE, indicating that when employees perceive high levels of support from their organization, their engagement levels increase. The research utilized Structural Equation Modeling-Partial Least Squares (SMART PLS-3) analysis to test the study hypotheses¹⁰¹.

A study investigated the differential effects of three forms of social support perceived organizational support, perceived supervisory support, and perceived peer support on nurses' job performance, with work engagement acting as a mediating variable. The study found that peer support had a direct and positive effect on job performance, and work engagement mediated the relationships between the three forms of social support and performance¹⁰². A recent study examined the impact of job resources autonomy, feedback, and social support on work engagement and investigated the

subsequent influence of work engagement on turnover intentions among employees in Malaysia's selected services sector. The study found that social support significantly enhanced work engagement, which in turn mitigated turnover intentions.¹⁰³

A study examined the effectiveness of perceived organizational support and perceived organizational culture on work engagement among academic staff in universities. The study found that both perceived organizational culture and perceived organizational support were positively correlated with work engagement, with perceived organizational culture having a stronger effect. The research utilized regression analysis to analyze the data¹⁰⁴. A study investigated how bureaucratic control and organizational support affect civil servants' work engagement in Brazilian courts of accounts. The research found that organizational support positively influences work engagement, with psychological empowerment serving as a partial mediator in this relationship. Conversely, excessive bureaucratic control negatively impacted psychological empowerment and, subsequently, work engagement. These findings suggest that fostering organizational support can enhance employee engagement, particularly when coupled with efforts to empower employees¹⁰⁵.

An author conducted a study examining the impact of organizational culture and values on employee engagement and performance in Brazil. The study highlighted that aligning organizational culture with employee values boosts engagement and performance. Collaborative and inclusive cultures, along with well-being and development opportunities, were highly valued by employees. The research underscores the importance of cultural sensitivity and trust-building in enhancing employee engagement within the diverse Brazilian workforce. A study focusing on

employees of the Brazilian Federal Senate explored the relationship between identification with organizational purpose and work engagement. The research found that employees who strongly identified with their organization's purpose exhibited higher levels of work engagement. This suggests that fostering a clear and meaningful organizational purpose can enhance employee engagement, particularly in public sector institutions¹⁰⁶.

A study examined the interplay between transformational leadership, perceived organizational support, and employee engagement in Brazilian organizations. The study found that transformational leadership positively influences perceived organizational support, which in turn enhances employee engagement. This indicates that leadership styles that promote support and recognition can significantly boost employee engagement levels¹⁰⁷. An author conducted a study focusing on the relationship between perceived organizational support (POS) and work engagement among administrative staff in newly-established universities in China. The findings indicated a positive relationship between POS and work engagement, suggesting that when employees perceive high levels of support from their organization, their engagement levels increase. The study recommended that universities enhance POS to improve staff engagement¹⁰⁸.

A study explored the mediating role of psychological capital (PsyCap) in the relationship between POS and work engagement among Chinese doctors. The study found that POS was positively related to all dimensions of work engagement vigor, dedication, and absorption. Moreover, PsyCap partially mediated this relationship, indicating that organizational support enhances psychological resources, which in

turn boost engagement levels¹⁰⁹. A study investigated the correlation between nurses' sense of organizational support, emotional intelligence, and work engagement in China. The results indicated that POS was positively correlated with both emotional intelligence and work engagement. Furthermore, emotional intelligence partially mediated the effect of POS on work engagement, accounting for 35.57% of the total effect. This suggests that enhancing organizational support can improve nurses' emotional intelligence, thereby increasing their engagement¹¹⁰.

A study examined the effect of POS on work engagement among Chinese nurses during the COVID-19 pandemic, focusing on the mediating role of psychological safety. The study found that both POS and psychological safety had direct positive impacts on work engagement. Additionally, psychological safety mediated the relationship between POS and work engagement, highlighting the importance of a supportive and safe organizational environment, especially during crises¹¹¹. A study examined the relationship between perceived organizational support, work engagement, and employee well-being. This research was conducted at Toya Devasya. The population in this study is 128 people. The number of samples used were all Toya Devasya employees, 128 employees, using the total sampling method. The results showed that perceived organizational support had a positive and significant effect on employee well-being and work engagement, work engagement had a positive and significant effect on employee well-being. Work engagement complementary partially mediates the effect of perceived organizational support on employee well-being. Companies need to pay attention to the implementation of

perceived organizational support and work engagement in a comprehensive manner so that employee well-being can be implemented better¹¹².

The results of research by an author also stated that POS has a positive effect on work engagement where employees have a positive view that the organization shows concern as part of the organization, cares about the effort shown at work, and the organization appreciates the efforts of each of its members in contributing to the running of the wheels of the organization¹¹³. A research also found that perceived organizational support is positively related to work engagement¹¹⁴. Besides that, a study stated that perceived organizational support is positively related to work engagement¹¹⁵. A research conducted stated that POS has a positive and significant effect on work engagement. This can be interpreted that the higher the POS, the more employee work engagement will increase. The perceptions that employees have can determine their full involvement in the work they are doing, whether it is a positive perception or a negative perception¹¹⁶. In addition, a study found that there is a significant influence between POS with work engagement and employee well-being¹¹⁷.

Another study examined the relationship between perceived organizational support and work engagement: An Empirical Evidence from Bangladesh. A sample of 120 bankers serving in the commercial banks in Bangladesh. The research findings suggest that POS has a direct effect on employees' WE and also on the three dimensions of WE distinctly. The findings imply that if banking organizations want to enhance their employees' WE, they should devote more efforts towards caring about their employees' well-being¹¹⁸. A study examined influence of perception of

organizational support on employee work engagement Data were collected using self-administered questionnaires on the study variables at two different time points. Analyzing a sample of 638 employees with PROCESS Macros, the study found that perceived organizational support (POS) was positively associated with employee flourishing, thriving, and work engagement. Furthermore, POS was shown to have an indirect effect on work engagement through its influence on thriving and flourishing¹¹⁹.

A study examined Perceived organizational support and work engagement: the role of psychosocial variables. A study involving 118 employees from an Italian company in the personnel training services sector employed multivariate statistical analyses to examine social support and psychosocial outcomes. The findings indicated that organizational trust significantly mediates the relationships between supervisor social support and coworker social support with the absence of psychosocial risks. Additionally, increased supervisor social support was associated with a statistically significant rise in work engagement, but this effect was observed only among employees with low to medium organizational identification, not among those with high identification¹²⁰. Another similar study investigated the role of perceived organizational support (POS) and employee satisfaction to enhance employee engagement. This study utilized primary quantitative research through cross-sectional surveys, with hypotheses tested using SEM-PLS via Smart PLS. The findings revealed that perceived organizational support (POS) indirectly influences employee engagement through its impact on employee satisfaction. Additionally, employee satisfaction was found to have a direct and positive effect on employee engagement. Neither gender nor tenure significantly affected the relationships among the

constructs. The study concluded that POS plays a critical role in fostering employee engagement and recommended that managerial strategies prioritize enhancing POS through effective human resource practices¹²¹.

A recent study investigated the impact of perceived organizational support (POS) on employee engagement during the COVID-19 pandemic in Vietnam. Data were collected from 216 corporate office employees in Hanoi using a survey instrument. The study hypotheses were tested using Partial Least Squares Structural Equation Modeling (PLS-SEM) with Smart-PLS. The findings revealed a significant positive effect of both perceived organizational support and perceived family support on employee engagement. Additionally, employee engagement was found to mediate the indirect effects of factors such as colleague support, supervisor support, organizational support, spousal support, and family member support on engagement levels¹²².

2.4 Conceptual Model

Independent Variables

ICT Use

Perceived Usefulness
Perceived Ease of Use

H₀₁

Dependent Variable

Work Engagement

Vigor to work
Dedication to work
Absorption in work

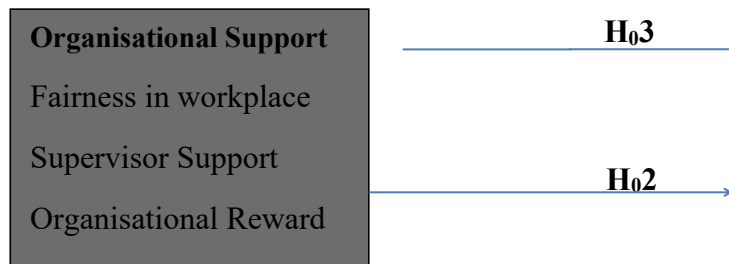


Fig. 2.1: Conceptual model showing the relationship and interaction of the independent variables on the dependent variable.
Source: The Researcher, 2024

It is important to explain the conceptual model adopted in this study to provide clarity and facilitate a deeper understanding of its relevance and utility. A conceptual model represents the interrelationships among the variables or concepts under investigation. It is a set of interconnected constructs that offers a systematic view of phenomena by specifying the relationships between independent and dependent variables, with the goal of explaining and predicting outcomes for informed decision-making. The use of a conceptual model ensures that study findings are contextualized, as it explicitly illustrates how the variables are linked. In research, conceptual models are developed by the researchers to show the connections between independent and dependent variables, highlighting their interactions and guiding the interpretation of results. ICT use and organizational support are the independent variables while work engagement is the dependent variable. The model suggests that ICT use and organizational support are the key factors that could determine work engagement of office administrators in universities in Osun State.

The components of work engagement are vigor, dedication and absorption. The components of ICT use are perceived usefulness and perceived ease of use while the

components of organizational support include fairness, supervisor support and organisational reward. In this case, the conceptual model revealed that there is an independent and joint relationship between the two independent variables (ICT use and organisational support) on the dependent variable (work engagement) of office administrators in universities in Osun State.

2.5 Summary of Reviewed Literature

A critical gap in the literature is the underrepresentation of office administrators as a distinct population. Most existing studies in Nigeria and sub-Saharan Africa often focus on academic staff or general administrative personnel, without disaggregating findings to capture the unique experiences of office administrators who play a pivotal role in managing communication, documentation, scheduling, and administrative logistics. Consequently, their ICT adoption patterns, perceived organisational support, and engagement levels are understudied, despite their centrality to university operations. There is a scarcity of studies specifically situated within universities in Osun State, which constitutes a growing hub of tertiary institutions in southwestern Nigeria. Most related studies are either national in scope or conducted in federal or state universities. The unique organisational cultures, resource availability, and administrative structures of universities mean that findings from public universities may not be fully transferable. Hence, there is a pressing need for context-specific research to understand how ICT use and organisational support mechanisms function in these owned educational settings.

While research exists on ICT use and, separately, on work engagement, very few studies integrate these constructs within the same analytical framework, particularly in administrative contexts. ICT use is often explored in relation to teaching effectiveness or student learning outcomes, but rarely in relation to how it affects employee motivation, absorption, vigor, and dedication the core dimensions of work engagement among non-teaching staff. Furthermore, the quality and type of ICT tools, digital literacy, and support for ICT training among office administrators are often not assessed in depth. There is also a limited number of studies that explore organisational support as a mediator or moderator between ICT use and work engagement. Most existing studies treat organisational support as an independent variable, failing to examine its potential interactive role in strengthening or weakening the impact of ICT use on work engagement. This represents a conceptual gap that could be addressed through more robust statistical modeling (mediation or moderation analysis).

Another major gap is the methodological approach used in existing studies. Many are either descriptive or qualitative, without employing rigorous quantitative techniques that can establish causality or significant relationships among variables. Additionally, small sample sizes and convenience sampling techniques often limit the generalizability of findings. In the context of Osun State, no comprehensive study appears to have used a large, representative sample of office administrators to examine the intersection of ICT use, organisational support, and work engagement.

The literature also shows a gap in the dimensional analysis of work engagement. Where engagement is studied, the emphasis tends to be on general job satisfaction or

organizational commitment, rather than on the specific dimensions of work engagement: vigor, dedication, and absorption. A nuanced understanding of how ICT and organisational support influence these separate dimensions is lacking and needed. Most studies in the Nigerian higher education context are cross-sectional, offering a snapshot rather than a dynamic picture. Longitudinal or intervention-based studies could help establish the sustainability of engagement outcomes resulting from ICT use and organisational support. This is particularly important in universities, where resources and administrative policies may shift rapidly.

Most existing research tends to focus on individual-level variables like ICT skills and perceptions of support, without examining how institutional ICT policies and administrative frameworks influence these variables. There's little to no research analyzing how policy clarity, digital strategy implementation, or funding mechanisms in universities affect the availability and usability of ICT resources by office administrators. There is a gap in comparative research between universities in Osun State and those in other states or regions, or between public universities. Without such benchmarking, it's difficult to contextualize the strengths or weaknesses of ICT use and engagement dynamics in the Osun State university system, limiting the ability to replicate or scale successful interventions.

Office administrators in universities often face multitasking pressure, with overlapping responsibilities due to lean staffing. However, existing studies rarely examine how job demands or role ambiguity might moderate the influence of ICT use or organisational support on work engagement. There's a need to integrate job demands-resources (JD-R) theory into local empirical studies. Most studies tend to

measure perceived organisational support through formal HR practices, such as recognition or ICT training. However, informal elements like supervisor encouragement, peer support, and communication culture are largely ignored. These factors may significantly influence motivation and work engagement, especially in small administrative units common in universities. Much of the literature is either quantitative or descriptive. There's a need for in-depth qualitative studies (interviews, focus groups) that can explore the lived experiences of office administrators using ICT, their views on organisational support, and how these shape their emotional and cognitive engagement at work.

While bivariate correlations are often reported, few studies apply multivariate statistical models (regression, SEM, PLS-SEM) to determine predictive relationships or complex interactions among ICT use, organisational support, and work engagement. This limits the explanatory power of existing findings and hampers policy application. While gender, age, and educational qualification may influence ICT competence, perception of organisational support, and levels of engagement, many studies fail to analyze demographic moderators. There is a lack of disaggregated data showing whether male and female office administrators, or younger vs. older employees, experience ICT adoption and organisational support differently in ways that affect their work engagement. This neglect limits the formulation of inclusive, data-driven policies.

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Chapter Three

Methodology

This chapter outlines the methodology employed in conducting the study, organized under the following headings: research design, population, sample and sampling techniques, research instrument, validity of instruments, reliability of instruments, administration of research instruments, data collection methods, and data analysis methods.

3.1 Research Design

The study adopted descriptive survey research design. This design outlines the types and volume of data to be collected, the methods of data collection, the sampling techniques employed, and the statistical tools for data analysis, allowing for generalization of findings to the broader population. The descriptive survey design was particularly suitable for collecting data on phenomena that cannot be directly observed, such as ICT use, organizational support, and work engagement among office administrators in universities in Osun State, Nigeria.

3.2 Population of the Study

The population of the study comprised 266 office administrators in all the universities in Osun State, Nigeria. These universities are: Adeleke University, Ede, Bowen University, Iwo, Fountain University, Oshogbo, Joseph Ayo Babalola University, Ikeji-Arakeji, Kings University, Ode Omu, Oduduwa University, Ipetumodu, Redeemer's University, Ede, Westland University Iwo, Obafemi Awolowo University, Ile-Ife and Osun State University, Osogbo. The total number of office

managers in these universities is 266. Table 3.1 showed the total number of office administrators in these universities.

Table 3.1: Population of Office Administrators in Universities in Osun State

s/n	Names of Institution	Year of Establishment	Number of Office Administrators
1	Adeleke University, Ede	2011	19
2	Bowen University, Iwo	2001	37
3	Fountain University, Osogbo	2007	28
4	Joseph Ayo Babalola University, Ikeji-Arakeji	2006	26
5	Kings University, Ode Omu	2015	12
6	Oduduwa University, Ipetumodu	2009	21
7	Redeemer's University, Ede	2005	26
8	Westland University, Iwo	2019	10
9	Obafemi Awolowo University, Ile-Ife	1961	63
10	Osun State University, Osogbo	2006	24
Total			266

Sources: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

3.3 Sample Size and Sampling Techniques

The sample size for the study is 266 office administrators in all the universities in Osun State, Nigeria. Since the population is moderate in size, the total enumeration approach was used in the study. One of the main benefits of this method is that it allows the researcher to prevent sampling errors. The number of office administrators in Universities in Osun State is relatively manageable, making it practical to reach all of them within the best possible time of the study. By involving all members of the population, the possibility of bias or error due to sampling is eliminated, thereby increasing the validity and reliability of the results. Also, office administrators in different institutions may have varied experiences, qualifications, and training opportunities. Total enumeration captures the full range of variation, which might be lost with a sample.

3.4 Description of the Research Instrument

The questionnaire entitled “ICT use Organisational Support Work Engagement of Office Administrator Questionnaire” (ICTUOSWEOAQ) was the instrument that was used in the collection of data. The questionnaire was chosen as the research instrument due to its ability to elicit direct responses, provide timely feedback, and suit the literacy level of the target respondents. Additionally, questionnaires can be administered and collected within a relatively short period and with ease. For this study, the questionnaire was structured into four sections, labeled A through D. Section A focused on the respondents’ demographic information, including gender, age, religion, highest academic qualification, and years of service.

Section B elicited information on work engagement of office administrators using standardized scale, which was adapted². This section has three sub-scales with a total of 15 items. The first sub-scale measured vigor, and it contains five items. Two sample items for this subscale are: “When I get up in the morning, I feel like going to work” and “At my job I feel strong and vigorous”. The second sub-scale measured dedication, and it comprises five items. Two sample items for this subscale are: “To me, my job is challenging” and “I am enthusiastic about my job”. While the third sub-scale measured absorption which comprised five items. Two sample items for this subscale include; “When I am working, I forget everything else around me” and “I get carried away when I am working”. Response options were structured on a four-point modified Likert rating scale of Very High (VH), High (H), Low (L) and Very Low (VL).

Section C elicited information on ICT use using a standardized scale which was adapted³. The scale was developed to measure ICT use among office administrators and the impact on their work engagement, and it comprised 12 items. The ICT use scale has four sub-scale. The first sub-scale measured perceived usefulness, and it consists of six items. Two sample items for this subscale include “Using ICT tool gives me greater control over my work” and “Using ICT improves the quality of the work I do”. The second sub-scale measured perceived ease of use, and it consists of six items. Two sample items for this subscale include “I often become confused when I use ICT resources” and “I find it cumbersome to use ICT tools”. Response options were structured on a four-point Likert rating scale of Very High (VH), High (H), Low (L) and Very Low (VL).

Section D elicited information on organisational support of office administrators using standardized scale which was adapted for this study⁴. This section has 15 items which were adapted for the study. Organisational support was measured based on three measures namely; fairness, supervisor support and organisational reward. The first sub-scale measured fairness, and it consists of five items. Two sample items for this subscale include “I receive fair recognition for the work I do” and “I am treated with respect and dignity by my superiors”. The second sub-scale measured supervisor support, and it comprises five items. Two sample items for this subscale include “My supervisor cares about my well-being” and “I receive regular feedback and support from my supervisor”. The third sub-scale measured organisational reward, and it comprises five items. Two sample items for this subscale include “I am fairly compensated for my work” and “I am recognized for outstanding performance”.

Response options were structured on a four-point Likert rating scale of Very High (VH), High (H), Low (L) and Very Low (VL)

3.5 Validity of the Research Instrument

To establish the validity of the research instrument, both face and content validity of the questionnaire were evaluated by the project supervisor and two experts in the field of Information Management. Copies of the instrument were provided to them to identify any errors and ensure its appropriateness. The experts assessed the questionnaire for comprehensiveness, relevance of content, clarity of instructions and statements, potential ambiguities, and any omissions or errors. They also evaluated whether the instrument would effectively collect data to answer the research questions and test the hypotheses of the study. Feedback and observations from the experts, along with comments from the thesis supervisor, were incorporated into the final version of the questionnaire.

3.6 Reliability of the Research Instrument

The reliability of the research instrument was established through a pilot study. A test-retest method was conducted among 20 office administrators at Lead City University, Ibadan, Oyo State, Nigeria, who were not part of the main study sample. The interval between the two administrations of the questionnaire was two weeks. Following the second administration, both sets of responses were subjected to reliability analysis using the Cronbach's Alpha test to determine the internal consistency of the items within each scale. The reliability coefficient value of each of the scale were; work engagement = 0.90, ICT use = 0.84 and organizational support = 0.82.

3.7 Method of Data Collection

A letter of introduction was obtained from the Department of Office and Information Management, Lead City University, Ibadan, which facilitated permission to administer the questionnaire to office administrators in universities across Osun State, Nigeria. The researcher recruited a research assistant to support the data collection process. A one-day training session was conducted for the assistant to ensure efficient data collection across the ten universities included in the study. A total of 261 questionnaires were administered. The researcher and assistant collaborated with the Human Resource units of the sampled universities to ensure maximum cooperation. Participants were assured of the confidentiality of their responses and were briefed on the importance of providing complete and accurate information, as well as the potential benefits of the study's findings. Ample time was provided for completion of the questionnaires. All 261 copies were successfully administered and retrieved within three weeks, and the collected data was used for subsequent analysis.

3.8 Method of Data Analysis

The collected data were analyzed using both descriptive and inferential statistics. Descriptive statistics, including frequency counts and simple percentages, were employed to summarize and present the demographic characteristics of the respondents. Descriptive statistics of frequency counts, simple percentages, mean and standard deviation were used to analyse Research Questions 1, 2 and 3. Inferential statistics of simple linear regression analysis was used to test hypotheses 1 and 2, while multiple linear regression was used to test hypothesis 3 at 0.05 level of significance.

Endnotes

1. Human Resource Unit of Adeleke University, Ede, 2025.
2. Human Resource Unit of Bowen University, Iwo, 2025
3. Human Resource Unit of Fountain University, Osogbo, 2025.
4. Human Resource Unit of Joseph Ayo Babalola University, Ikeji-Arakeji, 2025.
5. Human Resource Unit of Kings University, Ode-Omu, 2025.
6. Human Resource Unit of Oduduwa University, Ipetumodu, 2025.
7. Human Resource Unit of Redeemer's University, Ede, 2025.
8. Human Resource Unit of Westland University, Iwo, 2025.
9. Human Resource Unit of Obafemi Awolowo University, Ile-Ife, 2025.
10. Human Resource Unit of Osun State University, Osogbo, 2025.
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Chapter Four

Results and Discussion of Findings

This chapter presents the results and discussion of the study's findings which provides a descriptive analysis using frequency counts, percentages; and the results addressing the research questions and hypotheses formulated for the study and detailed discussion of the findings in relation to existing literature and theoretical frameworks.

Table 4.1: Response Rate

Response Rate	Frequency	Percent (%)
Returned and Used	261	98.12%
Not Returned/Returned but not used	5	1.88%
No. of distributed Questionnaire	266	100%

Source: Field Survey Data, 2025

The target respondents in the study were office administrators in universities in Osun State, Nigeria. A total of 266 questionnaires were administered, out of which 261 were filled and returned, which represents 98.1% response.

4.1 Demographic Data Analysis

This section provides a descriptive analysis of the respondents' demographic characteristics, presented using frequency distribution tables. The results are displayed in the table below.

Table 4.2: Demographic Characteristics of Respondents (N = 261)

Variables	Category	Frequency	Percentage
Gender	Male	52	19.9
	Female	209	80.1
Age	20 years and below	-	-
	21-30 years	14	5.4
	31-40 years	98	37.5
	41-50 years	105	40.2
	51-60 years	37	14.2
Highest Educational Qualification	OND	8	3.1
	NCE	11	4.2
	HND	86	33.0
	B.Sc	146	55.9
	Masters	6	2.3
	Others	4	1.5
Years of Work Experience	Less than 1 year	19	7.3
	1-5 years	77	29.5
	6-10 years	98	37.5
	11-15 years	55	21.1
	16-20 years	8	3.1
	21 years and above	4	1.5
Universities	Adeleke University, Ede	19	7.1
	Bowen University, Iwo	36	13.5
	Fountain University, Osogbo	28	10.5
	Joseph Ayo Babalola University, Ikeji-Arakeji	25	9.4
	Kings University, Ode-Omu	12	4.6
	Oduduwa University, Ipetumodu	20	7.5
	Redeemers University, Ede	25	9.4
	Westland University, Iwo	10	3.8
	Obafemi Awolowo University, Ile-Ife	62	23.3
	Osun State University, Osogbo	24	9.0

Source: Field Survey Data, 2025

Table 4.2 presents the demographic characteristics of the respondents. In terms of gender, the data shows that 52 respondents (19.9%) were male, while the majority, 209 respondents (80.1%), were female. This indicates that there are considerably more female than male participants in the study, reflecting a female-dominated workforce among the respondents. Regarding age distribution, none of the respondents were 20 years old or below. A total of 14 respondents (5.4%) were between 21–30 years, 98 respondents (37.5%) were between 31–40 years, 105 respondents (40.2%) were within the 41–50 years age bracket, 37 respondents (14.2%) were between 51–60 years. The largest proportion of respondents were in the 41–50-year age range, indicating that most participants are in their mid-career stage. However, with 42.9% of respondents aged 40 years or younger, there is also significant representation from early-career professionals.

In terms of educational qualifications, 8 respondents (3.1%) held an Ordinary National Diploma (OND), 11 respondents (4.2%) had a Nigeria Certificate in Education (NCE), 86 respondents (33.0%) held a Higher National Diploma (HND), and the majority, 146 respondents (55.9%), possessed a Bachelor of Science (B.Sc) degree. A further 6 respondents (2.3%) had a Master's degree, while 4 respondents (1.5%) indicated "Other" qualifications. This suggests that the sample is highly educated, with B.Sc and HND holders making up 88.9% of the respondents. With respect to years of work experience, 19 respondents (7.3%) had less than one year of experience, 77 respondents (29.5%) had between 1–5 years, 98 respondents (37.5%) had between 6–10 years, 55 respondents (21.1%) had between 11–15 years, 8 respondents (3.1%) had between 16–20 years, and 4 respondents (1.5%) had more

than 21 years of work experience. The largest share (58.6%) had between 6–15 years of experience, suggesting that most respondents are seasoned professionals with substantial exposure in their field.

Overall, the demographic profile indicates that the respondents were predominantly female, highly educated, and largely in their mid-career stage, with the majority possessing between 6–15 years of professional experience. This composition suggests a workforce with strong academic backgrounds and considerable professional maturity.

4.2 Presentation of Data

4.2.1 Analysis of Research Questions

Research Question One: What is the level of work engagement of office administrators in universities in Osun State?

Table 4.3: Level of Work Engagement of Office Administrators in Universities in Osun State

s/n	Items	VH	H	L	VL	$\bar{x}$	Std. dev
Vigor to work							
1	When I get up in the morning, I feel motivated to go to work.	86 (33.0%)	135 (51.7%)	39 (14.9%)	1 (0.4%)	3.17	0.68
2	At work, I feel full of energy.	88 (33.7%)	114 (43.7%)	47 (18.0%)	12 (4.6%)	3.07	0.83
3	I feel strong and vigorous while performing my job.	55 (21.1%)	139 (53.3%)	36 (13.8%)	31 (11.9%)	2.84	0.89
4	I am able to work for long periods without getting tired.	99 (37.9%)	116 (44.4%)	34 (13.0%)	12 (4.6%)	3.16	0.82
5	I am mentally resilient in handling tasks at my job.	70 (26.8%)	120 (46.0%)	60 (23.0%)	11 (4.2%)	2.95	0.82
Dedication to work							
6	I find my job challenging.	94 (36.0%)	108 (41.4%)	36 (13.8%)	23 (8.8%)	3.05	0.92
7	My job inspires me.	65	140	35	21	2.95	0.84

8	I feel enthusiastic about my job.	77 (29.5%)	124 (47.5%)	31 (11.9%)	29 (11.1%)	2.95	0.93
9	I am proud of the work I do.	76 (29.1%)	151 (57.9%)	20 (7.7%)	14 (5.4%)	3.11	0.76
10	I find my work meaningful and purposeful.	89 (34.1%)	106 (40.6%)	53 (20.3%)	13 (5.0%)	3.04	0.59
Absorption in work							
11	When I am working, I forget everything else around me.	55 (21.1%)	149 (57.1%)	36 (13.8%)	21 (8.0%)	2.91	0.60
12	Time seems to fly when I am working.	76 (29.1%)	124 (47.5%)	60 (23.0%)	1 (.0%)	3.05	0.73
13	I get fully absorbed in my work.	84 (32.2%)	150 (57.5%)	25 (9.6%)	2 (0.8%)	3.21	0.64
14	It is difficult for me to detach from my job.	50 (19.2%)	153 (58.6%)	39 (14.9%)	19 (7.3%)	2.90	0.79
15	I feel happy when I am working intensely	55 (21.1%)	110 (42.1%)	81 (31.0%)	15 (5.7%)	2.79	0.75

Weighted Mean: 3.01

Decision Rule: Very Low = 1.00-1.74, Low =1.75-2.49, High =2.50-3.24, Very High = 3.25-4.0

Key: Very High – 4, High – 3, Low – 2, Very Low – 1

Source: Field Survey 2025

Table 4.3 presents the level of work engagement of office administrators in universities in Osun State. Responses were classified into Very High (VH), High (H), Low (L), and Very Low (VL) levels. For analysis, VH and H were combined into a “High Level” category, while L and VL were combined into a “Low Level” category. Under the vigor to work dimension, results show that a majority of respondents reported high vigor across most indicators. For example, 221 respondents (84.7%) agreed that when they get up in the morning, they feel like going to work, while only 40 (15.3%) reported low vigor.

Similarly, 202 respondents (77.4%) stated that they feel bursting with energy at work, while 59 (22.6%) disagreed. A slightly lower proportion (73.6%) indicated they feel strong and vigorous on the job, with 67 (26.4%) reporting otherwise. The ability to

work for long periods was rated high by 215 respondents (82.3%), compared to 46 (17.7%) with low ratings. Likewise, 190 respondents (72.8%) affirmed that they are mentally resilient at work, while 71 (27.2%) disagreed.

In the dedication to work dimension, most respondents expressed high commitment and meaning in their work. For instance, 202 respondents (77.4%) agreed that their job is challenging, while 59 (22.6%) disagreed. Feeling inspired by one's job was reported high by 205 respondents (78.5%), compared to 56 (21.5%) who rated it low. Similarly, 201 respondents (77.0%) stated they are enthusiastic about their job, while 60 (23.0%) reported low enthusiasm. Pride in one's work was rated high by 227 respondents (87.0%), compared to 34 (13.0%) with low pride. A sense of meaning and purpose in the job was affirmed by 195 respondents (74.7%), while 66 (25.3%) disagreed.

For the absorption in work dimension, the majority of respondents also reported high levels. Specifically, 204 respondents (78.2%) indicated that they forget everything else around them when working, while 57 (21.8%) reported low absorption. A similar proportion (76.6%) agreed that time flies when they are working, compared to 61 (23.4%) who disagreed. Being carried away by work was reported high by 234 respondents (89.7%), while only 27 (10.3%) reported low levels. The statement "It is difficult to detach myself from my job" was rated high by 203 respondents (77.8%), compared to 58 (22.2%) with low ratings. Finally, feeling happy when working intensely was reported high by 165 respondents (63.2%), while 96 (36.8%) disagreed.

With a weighted mean score of 3.01, the results indicate a generally high level of work engagement among office administrators in universities in Osun State. The

findings suggest that most administrators demonstrate strong vigor, dedication, and absorption in their work. However, some items particularly those relating to mental resilience, enthusiasm, and detachment from work show moderate ratings, indicating areas where engagement could be further strengthened.

Research Question Two: What is the level of ICT use of office administrators in universities in Osun State?

Table 4.4: Level of ICT Use of Office Administrators in Universities in Osun State

Items	VH	H	L	VL	$\bar{x}$	Std. dev
I Perceived usefulness						
1 My job would be difficult to perform without ICT tools	80 (30.7%)	111 (42.5%)	48 (18.4%)	22 (8.4%)	2.96	0.91
2 Using ICT tool gives me greater control over my work	83 (31.8%)	159 (60.9%)	13 (5.0%)	6 (2.3%)	3.24	0.65
3 ICT system addresses my job-related need	97 (37.2%)	121 (46.4%)	40 (15.3%)	3 (1.1%)	3.20	0.74
4 Using ICT improves the quality of the work I do	86 (33.0%)	128 (49.0%)	43 (16.5%)	4 (1.5%)	3.17	0.77
5 Using ICT makes it easier to do my job	82 (15.3%)	136 (52.1%)	40 (15.3%)	3 (1.1%)	3.09	0.82
6 Using ICT allows me to accomplish more work than would otherwise be possible	78 (29.9%)	141 (54.0%)	41 (15.7%)	15 (5.7%)	3.14	0.84
II Perceived ease of use						
7 I often become confused when I use ICT resources	5 (1.9%)	47 (18.0%)	106 (40.6%)	103 (39.5%)	2.95	0.93
8 Interacting with the ICT tools is often frustrating	19 (7.3%)	87 (33.3%)	110 (42.1%)	45 (17.2%)	2.41	0.90
9 I find it easy to get the ICT tools to do what I want it to do.	78 (29.9%)	151 (57.9%)	26 (10.0%)	6 (2.3%)	3.16	0.71
10 I find many ICT tools easy to use	61 (23.4%)	133 (51.0%)	53 (20.3%)	14 (5.4%)	2.93	0.85
11 I need to consult the user manual often when using some ICT tool	12 (4.6%)	17 (6.5%)	185 (70.9%)	47 (18.0%)	2.46	0.91
12 I find it cumbersome to use ICT tools	21 (8.0%)	47 (18.0%)	79 (30.3%)	114 (43.7%)	2.84	0.99

Weighted Mean: 2.96

Decision Rule: Very Low = 1.00-1.74, Low =1.75-2.49, High =2.50-3.24, Very High = 3.25-4.0

Key: Very High – 4, High – 3, Low – 2, Very Low – 1

Source: Field Survey Data, 2025

Table 4.4 presents the level of ICT use of office administrators in universities in Osun State. Responses were categorized into Very High (VH), High (H), Low (L), and Very Low (VL) levels. In line with the decision rule, mean scores between 4.00–3.00 indicate a High level, 2.99–2.00 indicate a Moderate level, 1.99–1.00 indicate a Low level, and 0.99–0.00 indicate a Very Low level. In the perceived usefulness dimension, the majority of respondents reported high agreement across most indicators. For instance, 191 respondents (73.2%) agreed that their job would be difficult to perform without ICT tools. Similarly, 242 respondents (92.7%) agreed that using ICT tools gives them greater control over their work, while 218 respondents (83.6%) indicated that ICT systems address their job-related needs. Improving the quality of work through ICT was reported high by 214 respondents (82.0%), and 218 respondents (83.6%) agreed that ICT makes it easier to do their job. Likewise, 219 respondents (83.9%) affirmed that ICT enables them to accomplish more work than would otherwise be possible.

Under the perceived ease of use dimension, responses were more varied. While 229 respondents (87.7%) found it easy to get ICT tools to do what they want and 194 respondents (74.4%) agreed that many ICT tools are easy to use, challenges were also evident. Also, 209 respondents (80.1%) reported becoming confused when using ICT resources, and 155 respondents (59.5%) found interacting with ICT tools frustrating. Additionally, 232 respondents (88.9%) indicated that they often need to consult the

user manual when using ICT tools, while 193 respondents (73.9%) reported finding ICT tools cumbersome to use.

With a weighted mean score of 2.96, the results suggest that ICT use among office administrators in universities in Osun State is on high level. While the perceived usefulness of ICT is consistently rated high, the ease-of-use dimension reveals notable challenges, particularly with confusion, reliance on manuals, and frustration during use. Addressing these ease-of-use concerns through targeted training, user-friendly system designs, and ongoing technical support could enhance both the efficiency and satisfaction of ICT use in the workplace.

Research Question Three: What is the level of organisational support to office administrators in universities in Osun State?

Table 4.5: Level of Organisational Support to Office Administrators in Universities in Osun State

s/n	Items	VH	H	L	VL	$\bar{x}$	Std. dev
I	Fairness at workplace						
1	My institution treats all staff fairly and equally	100 (38.3%)	115 (44.1%)	24 (9.2%)	22 (8.4%)	3.12	0.91
2	The procedures used to make decisions at work are fair and unbiased.	98 (37.5%)	126 (48.3%)	20 (7.7%)	17 (6.5%)	3.17	0.85
3	I receive fair recognition for the work I do.	99 (37.9%)	116 (44.4%)	31 (11.9%)	15 (5.7)	3.15	0.87
4	I am treated with respect and dignity by my superiors	83 (31.8%)	112 (42.9%)	37 (14.2%)	29 (11.1%)	2.95	0.99
5	I this institution, feedback and evaluations from management are fair and constructive.	98 (37.5%)	123 (47.1%)	22 (8.4%)	18 (6.9%)	3.15	0.87
II	Supervisor Support						
6	My supervisor cares about my well-being.	97 (37.2%)	117 (44.8%)	25 (9.6%)	22 (8.4%)	3.07	0.93
7	I can approach my supervisor with problems or concerns.	98 (37.5%)	119 (45.6%)	32 (12.3%)	12 (4.6%)	3.12	0.84
8	My supervisor helps me develop professionally.	105 (40.2%)	113 (43.3%)	22 (8.4%)	21 (8.0)	3.13	0.91

9	I receive regular feedback and support from my supervisor.	84 (32.2%)	125 (47.9%)	42 (16.1%)	10 (3.8%)	3.10	0.80
10	My supervisor values my contributions to the organisation.	107 (41.0%)	126 (48.3%)	20 (7.7%)	8 (3.1%)	3.25	0.74
III Organisational Reward							
11	I am fairly compensated for my work.	95 (36.4%)	107 (41.0%)	30 (11.5%)	29 (11.1%)	2.97	0.97
12	The reward system in this organisation motivates me to perform better.	105 (40.2%)	116 (44.4%)	22 (8.4%)	18 (6.9%)	3.12	0.86
13	Promotion opportunities are fairly accessible.	97 (37.2%)	112 (42.9%)	30 (11.5%)	22 (8.4%)	3.02	0.93
14	I am recognized for outstanding performance.	94 (36.0%)	131 (50.2%)	20 (7.7%)	6 (2.3%)	3.23	0.74
15	Rewards and incentives reflect the effort I put into my job.	96 (36.8%)	115 (44.1%)	28 (10.7%)	22 (8.4%)	3.03	0.92

Weighted Mean: 3.11

Decision Rule: Very Low = 1.00-1.74, Low =1.75-2.49, High =2.50-3.24, Very High = 3.25-4.00

Key: Very High– 4, High – 3, Low– 2, Very Low – 1

Source: Field Survey Data, 2025

Table 4.5 presents the level of organisational support given to office administrators in universities in Osun State. Responses were grouped into four categories: Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE). For ease of interpretation, Very High Extent and High Extent were merged to represent a “High Level” of organisational support, while Low Extent and Very Low Extent were merged as “Low Level.”

In the fairness at workplace dimension, findings indicate that most respondents perceive a high degree of fairness within their institutions. Specifically, 215 respondents (82.4%) agreed that their institution treats all staff fairly and equally, while only 46 (17.6%) disagreed. Similarly, 224 respondents (85.8%) rated the procedures for decision-making as fair and unbiased, while 37 (14.2%) rated them low. Recognition for work done was also viewed positively, with 215 respondents

(82.3%) reporting high levels of fair recognition. However, perceptions of respect and dignity from superiors were slightly lower, with 195 respondents (74.7%) rating them high and 66 (25.3%) rating them low — the lowest rating in this dimension. Feedback and evaluations from management were viewed as fair and constructive by 221 respondents (84.6%), while 40 (15.4%) felt otherwise. Mean scores for this dimension ranged from 2.95 to 3.17, indicating a generally high perception of fairness.

In the supervisor support dimension, the data reveal consistently strong ratings. For example, 214 respondents (82.0%) agreed that their supervisor cares about their well-being, while 47 (18.0%) disagreed. Similarly, 217 respondents (83.1%) felt they could approach their supervisor with problems or concerns. Professional development support was rated highly by 218 respondents (83.5%), and regular feedback and support by 209 respondents (80.1%). The highest-rated item in this section was the belief that supervisors value their contributions to the organisation, with 233 respondents (89.3%) rating it high. Mean scores in this dimension ranged from 3.07 to 3.25, reflecting a high level of supervisor engagement and support.

In the organisational reward dimension, the ratings were comparatively lower. While 202 respondents (77.4%) felt fairly compensated for their work, 59 (22.6%) disagreed. Motivation through the organisation's reward system was perceived positively by 221 respondents (84.6%), while 40 (15.4%) disagreed. Perceptions of fairness in promotion opportunities were lower, with 209 respondents (80.1%) rating them high. Recognition for outstanding performance was high among 225 respondents (86.2%) and low among 26 (13.8%). Rewards and incentives reflecting effort received a high rating from 211 respondents (80.9%). Mean scores in this section ranged from 2.97 to

3.23, indicating a generally high but less uniform perception of rewards compared to fairness and supervisor support.

With an overall weighted mean score of 3.11, the findings suggest that organisational support for office administrators in universities in Osun State is generally high. Strengths were found in supervisor support particularly in valuing employee contributions and providing approachable leadership and in fairness at the workplace. However, slightly lower ratings in areas such as respect from superiors, compensation fairness, and promotion opportunities indicate areas where further improvement could enhance overall organisational support. Addressing these gaps may foster greater job satisfaction, commitment, and productivity among office administrators.

4.2.2 Test of Hypotheses

H₀₁: There is no significant influence of ICT use on work engagement of office administrators in universities in Osun State.

Table 4.6: Influence of ICT Use on Work Engagement of Office Administrators

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.597 ^a	.356	.354	6.99920

a. Predictors: (Constant), ICT use

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7028.886	1	7028.886	143.479	.000 ^b
	Residual	12688.110	259	48.989		
	Total	19716.996	260			

a. Dependent Variable: Work engagement

b. Predictors: (Constant), ICT use

		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	20.240	2.522		8.025	.000
	ICT use	1.047	.087	.597	11.978	.000

a. Dependent Variable: Work engagement

Source: Field Survey Data, 2025

Table 4.6 reveals the influence of ICT use on work engagement of office administrators in universities in Osun State. It was tested using regression analysis. The result yielded a coefficient of multiple regressions $R = 0.597$ and multiple R-square = 0.356. This suggests that the measures of ICT use factors combined accounted for 35.6% variance in the prediction of work engagement. The other factors accounting for the remaining variance are beyond the scope of this study. The result from the regression analysis shows that there was a significant influence of ICT use on work engagement of office administrators in universities in Osun State, $F_{(1, 259)} = 143.479$, $p < 0.05$. This implies that the measures of ICT use (perceived usefulness and perceived ease of use) influence work engagement of office administrators in universities in Osun State. Results in the table also showed that ICT use predicts work engagement of office administrators in universities in Osun State (Beta = .597, $t = 11.978$, $p < 0.05$). Therefore, H_01 is rejected.

H₀₂: There is no significant influence of organisational support on work engagement of office administrators in universities in Osun State.

Table 4.7: Influence of Organisational Support on Work Engagement of Office Administrators

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.247 ^a	.061	.057	8.45486

a. Predictors: (Constant), organisational support

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1202.456	1	1202.456	16.821	.000 ^b
	Residual	18514.541	259	71.485		
	Total	19716.996	260			

a. Dependent Variable: Work engagement

		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	41.730	2.084		20.022	.000
	Organisational support	.228	.056	.247	4.101	.000

a. Dependent Variable: Work engagement

b. Predictors: (Constant), organisational support

Source: Field Survey Data, 2025

Table 4.7 reveals the influence of organisational support on work engagement of office administrators in universities in Osun State. It was tested using regression analysis. The result yielded a coefficient of multiple regressions $R = 0.247$ and multiple R-square = 0.061. This suggests that the measures of organizational support measures combined accounted for 6.1% variance in the prediction of work engagement. The other factors accounting for the remaining variance are beyond the scope of this study. The result from the regression analysis shows that there was a significant influence of organizational support on work engagement of office administrators in universities in Osun State, $F_{(1, 259)} = 16.821$, $p < 0.05$. This implies that the measures of organisational support (fairness at workplace, supervisor support and organizational reward) influence work engagement of office administrators in

universities in Osun State. Results in the table also showed that organizational support predicts work engagement of office administrators in universities in Osun State (Beta = .247, $t = 4.101$, $p < 0.05$). Therefore, H_02 is rejected.

H₀₃: There is no significant combine influence of ICT use and organisational support on work engagement of office administrators in universities in Osun State.

Table 4.8: Combine Influence of ICT Use and Organisational Support on Work Engagement of Office Administrators

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.627 ^a	.393	.388	6.81218

a. Predictors: (Constant), ICT use and organisational support on work engagement

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7744.301	2	3872.151	83.441	.000 ^b
	Residual	11972.695	258	46.406		
	Total	19716.996	260			

a. Dependent Variable: Work engagement

b. Predictors: (Constant), ICT use and organisational support on work engagement

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
1	(Constant)	14.745	2.826		5.218	.000
	ICT use	1.014	.085	.579	11.873	.000
	Organisational support	.176	.045	.191	3.926	.000

a. Dependent Variable: Work engagement

Source: Field Survey Data, 2025

Table 4.8 reveals the significant combined influence of ICT use and organisational support on work engagement of office administrators in universities in Osun State. It was tested using regression analysis. The result yielded a coefficient of multiple regressions $R = 0.627$ and multiple R-square = 0.393. This suggests that the measures

of ICT use and organisational support combined accounted for 39.3% variance in the prediction of work engagement. The other factors accounting for the remaining variance are beyond the scope of this study. The result from the regression analysis shows that there was a significant combined influence of ICT use and organisational support on work engagement of office administrators in universities in Osun State, $F_{(2, 258)} = 83.441, p < 0.05$. This implies that ICT use (perceived usefulness and perceived ease of use) and organizational support measures (fairness at workplace, supervisor support and organizational reward) influence work engagement of office administrators in universities in Osun State. Results in the table also showed that ICT use had the highest contribution to the prediction of work engagement and was significant (Beta = .579, $t = 11.873, p < 0.05$) followed by organizational support and was significant (Beta = .191, $t = 3.926, p < 0.05$). Therefore, H_{03} is rejected.

4.3 Discussion of Findings

Results from research question one showed that the level of work engagement of office administrators in universities in Osun State was moderate. The findings suggest that most administrators demonstrate strong vigor, dedication, and absorption in their work. The finding corroborates a study that examined the correlation between employee engagement and perceived competence in a sample of healthcare professionals. It was found that the level of work engagement of employees was high. Higher levels of perceived competence were significantly correlated with increased levels of engagement, notably in terms of vigor and dedication, according to the study. The authors proposed that employees are more inclined to invest energy and enthusiasm in their work when they feel competent, which results in increased

engagement¹. The study also goes in line with a study that investigated the correlation between employee engagement and psychological empowerment, which encompasses competence. Results showed that the level of work engagement of employees was moderately high. The results suggested that throughout a variety of job contexts, competence was a robust predictor of engagement. The research also demonstrated that employees who perceived themselves as competent and empowered were more inclined to participate in proactive behaviours, including the pursuit of novel challenges and the promotion of organisational objectives².

The finding also validates a study that investigated the impact of competence on job crafting behaviours and subsequent employee engagement. Results showed that the level of work engagement of employees was moderate. The researchers discovered that employees who regarded themselves as competent were more inclined to participate in job crafting, which involves actively modifying their employment to better align with their strengths and interests. In turn, this proactive behaviour increased their engagement, particularly in terms of assimilation and dedication³. The findings are consistent with a study that examined work engagement among employees and its relationship with the performance of work units in a higher education institution using a descriptive research design. The results indicated that employees exhibited high levels of work engagement in terms of vigor, dedication, and absorption, accompanied by high performance evaluation ratings. Married employees demonstrated greater dedication to work, likely due to their mature roles and family responsibilities. Employees aged over 40 exhibited higher engagement, attributed to their experience and expertise in performing daily tasks, compared to

younger and middle-aged employees. However, it was also observed that a high level of dedication among some employees did not always translate into correspondingly high performance ratings⁴.

Results from research question two revealed that the level of ICT use of office administrators in universities in Osun State was moderate. While the perceived usefulness of ICT is consistently rated high, the ease-of-use dimension reveals notable challenges, particularly with confusion, reliance on manuals, and frustration during use. Addressing these ease-of-use concerns through targeted training, user-friendly system designs, and ongoing technical support could enhance both the efficiency and satisfaction of ICT use in the workplace. The finding lends credence to a study that was conducted among 300 public sector workers in Lagos and Ogun States. Their findings revealed that employees who reported high-frequency ICT usage (e.g., using project management tools, communication platforms like Zoom or Microsoft Teams, and data-sharing systems) also exhibited higher scores in the Utrecht Work Engagement Scale (UWES). Findings showed that ICT tools increase task efficiency, reduce role ambiguity, and enhance communication all of which contribute to employees feeling more vigorous and absorbed in their work⁵.

The finding also agrees with a study that the influence of ICT use on work engagement is not uniform across all sectors. In the education sector, particularly among university lecturers in institutions like Obafemi Awolowo University and the University of Ibadan. It was reported that while ICT enabled better course delivery and research productivity, technical challenges and lack of training often led to ICT-related stress, which negatively impacted engagement levels. One of the key findings

showed that effectiveness of ICT use on engagement is moderated by the availability of support infrastructure and digital literacy⁶. The finding supports a study that surveyed 150 employees across banking and telecommunication industries and found that ICT tools facilitated continued collaboration, goal setting, and performance monitoring during lockdown periods. It was found that the level of ICT use among employees was high. Employees who adapted well to ICT-driven remote work reported high levels of engagement. Findings showed that ICT-enabled flexibility in work arrangements contributes to enhanced employee satisfaction and engagement, especially when paired with autonomy⁷.

Results from research question three revealed that the level of organisational support to office administrators in universities in Osun State is moderate. The finding goes in line with a study that explored the impact of management support on academic staff engagement in selected universities in Southwest Nigeria. The study employed a quantitative approach, gathering data from academic staff across various institutions. Results showed that the level of work engagement of employees was moderate. It was also revealed that management support, including provision of resources, recognition, and professional development opportunities, significantly enhanced work engagement among academic staff. The study emphasized that when management actively supports their employees, it leads to increased motivation, commitment, and performance⁸. The finding goes in line with a study that investigated the relationship between perceived organizational support and burnout among registered nurses across states in Southwest Nigeria. The study adopted a cross-sectional research design, analyzing data from nurses in various healthcare institutions. It was found that the

level of organisational support was high. Results demonstrated that higher levels of perceived organizational support were associated with lower levels of burnout. Nurses who felt valued and supported by their organizations reported increased work engagement and reduced emotional exhaustion⁹.

The study also lends credence with a study that examined the influence of perceived organizational support on work commitment among employees in universities in South-East Nigeria. Although the study focused on the South-East region, its findings are relevant to North Central Nigeria due to similar organizational structures and cultural contexts. It was found that the level of organizational support is moderate. The study revealed that employees who perceived higher organizational support exhibited greater work commitment, highlighting the role of supportive organizational practices in fostering employee engagement¹⁰.

Results from hypothesis one showed that there was significant influence of ICT use on work engagement of office administrators in universities in Osun State. The finding supports a study that was conducted across healthcare institutions in Plateau and Niger States found that ICT use in clinical administration (e.g., electronic health records, appointment systems, and diagnostic tools) significantly improved employees' work absorption and vigor. Healthcare professionals who used these tools reported feeling more in control of their work, experiencing reduced administrative burdens, and having more time for patient care. However, the same study noted a lack of job dedication among some ICT users, attributed to poorly designed digital systems that sometimes increased the complexity of basic tasks¹¹. The finding corroborates a survey that studied 250 SME employees across Edo and Bayelsa States,

and found that ICT use positively impacted employee vigor and task satisfaction in digitally mature firms. Employees in SMEs that had adopted accounting software, CRM tools, and online payment platforms reported lower stress levels and a sense of control over work tasks. These tools eliminated repetitive manual processes, thus reducing fatigue and enhancing energy levels (vigor). However, in SMEs lacking digital infrastructure or where ICT implementation was poorly managed, employees experienced technostress, information overload, and reduced engagement. The study highlights the importance of contextual digital maturity as a mediating factor in ICT's effect on engagement¹².

The finding also validates a cross-sectional study on government workers in Rivers and Akwa Ibom States that ICT use is associated with increased work dedication and moderate improvements in vigor. Tools such as biometric time-tracking, e-filing systems, and internal HR portals contributed to clearer job expectations and better workflow, resulting in greater focus and reduced absenteeism. Employees indicated that the use of ICT made them feel more "seen" and accountable, which improved their alignment with organizational goals. However, slow internet connectivity and outdated hardware remained barriers to full realization of ICT's potential in enhancing absorption¹³. The finding concurs with a study that explored ICT use and employee engagement in this sector through a survey of 280 employees. Findings indicated a strong, positive impact of ICT usage ranging from customer service platforms and performance monitoring software to workflow automation systems on all three dimensions of work engagement: vigor, dedication, and absorption. Employees expressed higher energy levels, greater enthusiasm for work tasks, and

deeper immersion in service delivery. The study attributed this to constant ICT innovation, effective training programs, and strong IT support systems in the industry, which help workers stay current and feel empowered¹⁴.

Results from hypothesis two showed that there was significant influence of organisational support on work engagement of office administrators in universities in Osun State. The finding lends credence to a study that investigated the relationship between supervisor support and work engagement among employees in public and tertiary institutions in Ogun State, Southwest Nigeria. The research utilized descriptive survey design, sampling 476 employees across various institutions. Findings indicated a significant positive correlation between perceived supervisor support and work engagement. Employees who felt supported by their supervisors reported higher levels of vigor, dedication, and absorption in their roles. This underscores the importance of supportive leadership in fostering employee engagement in the educational sector¹⁵. The study supports a study that investigated the moderating role of perceived organizational support in the relationship between burnout and work engagement among nurses in three federal hospitals in Enugu State, Nigeria. The study found that perceived organizational support positively predicted vigor and dedication dimensions of work engagement. Moreover, it moderated the relationship between reduced personal accomplishment and the absorption dimension of work engagement, suggesting that organizational support can buffer the negative effects of burnout on engagement¹⁶.

The finding goes in line with a study that explored the relationship between organizational support perception and employee engagement in selected microfinance

banks in South-East Nigeria. While the study was conducted in the South-East, its insights are applicable to the banking sector in North Central Nigeria. The findings indicated a significant positive relationship between supervisor support (a component of organizational support) and employee vigor, a dimension of work engagement. This emphasizes the importance of supportive leadership in enhancing employee engagement in the banking industry¹⁷. A study explored the relationship between organizational climate and employee engagement in microfinance banks in Southeast Nigeria. The study focused on career development climate and teamwork climate as facets of organizational support. Findings revealed significant positive relationships between these climates and employee engagement and absorption, respectively. These results suggest that a supportive organizational climate fosters higher levels of employee engagement¹⁸.

Results from hypothesis three showed that there was a significant combine influence of ICT use and organisational support on work engagement of office administrators in universities in Osun State. The finding supports a study involving 400 civil servants from ministries in Accra and Takoradi, found a moderate relationship between ICT use and employee engagement. Civil servants who had access to ICT tools such as e-filing systems and email servers showed moderate dedication and vigor, but the lack of standardization in ICT deployment limited broader engagement gains. Challenges included unreliable internet connectivity, lack of ICT training, and resistance to change among senior staff. The researchers concluded that while ICT has potential to drive engagement, it must be supported by organizational change management and capacity-building efforts¹⁹. The study also supports a study that was conducted on the

impact of ICT use on work engagement and found that employees who effectively used tools such as Canvas and Zoom experienced higher absorption in teaching and dedication to student outcomes. It was found that there was significant influence of ICT use on work engagement of employees. These tools allowed greater flexibility and creativity in lesson delivery, which in turn enhanced educators' connection to their work. However, digital fatigue and insufficient training in new technologies were identified as challenges that could undermine engagement if left unaddressed²⁰.

The finding supports a study that was conducted at the Cape Coast Teaching Hospital in Ghana that investigated the moderating effect of perceived organizational support on the relationship between employee engagement and job performance among medical staff. The findings revealed that employee engagement significantly influences job performance and that perceived organizational support moderates this relationship. The study recommends that management adopt policies such as effective leadership and fair HR practices to stimulate employee engagement and perceived organizational support²¹. The finding validates a study that examined the role of leaders and boundary variables in employee engagement in Nigeria. The study found that perceived organizational support is positively related to employee engagement. Leadership styles that value and care for employees create an environment perceived as supportive, leading to higher levels of employee engagement²².

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Chapter Five

Summary, Conclusion and Recommendations

5.1 Summary of Findings

The study investigated Information Communication Technology use and organisational support on work engagement of office administrators in universities in Osun State. The descriptive survey research design was adopted in the study. This research design seeks to investigate relationships among variables through observation, where the researcher does not have control over the variables of interest and, therefore, cannot manipulate them. The population of the study included all the 266 office administrators in all the universities in Osun State. The sample size comprised 266 office administrators which was determined using the total enumeration technique which included 52 males and 209 females. The findings revealed that: The level of work engagement among office administrators in universities in Osun State is high. The level of ICT use among office administrators in universities in Osun State is moderate. The level of organisational support for

office administrators in universities in Osun State is generally high. There was a significant influence of ICT use on work engagement of office administrators in universities in Osun State. There was a significant influence of organisational support on work engagement of office administrators in universities in Osun State. There was a significant influence of ICT use and organisational support on work engagement of office administrators in universities in Osun State.

5.2 Conclusion

Findings of the study showed that the level of work engagement among office administrators in universities in Osun State is high. Also, it was revealed that the level of ICT use among office administrators in universities in Osun State is moderate. The level of organisational support for office administrators in universities in Osun State is moderate. It was also found that there was a significant influence of ICT use on work engagement of office administrators in universities in Osun State. It was revealed that there was a significant influence of organisational support on work engagement of office administrators in universities in Osun State. It was found that there was a significant influence of ICT use and organisational support on work engagement of office administrators in universities in Osun State. It could be revealed that when office administrators are proficient in the use of ICT, they tend to be more engaged with their work. Also, when office administrators get enough support from supervisors and other colleagues at their place of work they tend to be more engaged. It could be concluded that Information Communication Technology (ICT) use,

organisational support predicts work engagement of office administrators in universities, Osun State, Nigeria.

5.3 Recommendations

The following are the recommendations based on the findings of the study:

1. To enhance the level of work engagement, office administrators should be empowered by giving them the authority to make certain decisions within their scope of work. They should be involved in institutional planning and policy discussions where their expertise can contribute meaningfully.
2. To enhance the level of work engagement, management of the universities should ensure that the job descriptions of office administrators are clear, realistic, and aligned with institutional goals.
3. To improve the level of ICT use, university management should ensure that office administrators have access to up-to-date computers, reliable internet connectivity, and relevant software tools. There should also be regular maintenance and upgrades of those ICT tools to prevent downtime and ensure smooth workflow.
4. To enhance the level of ICT use by office administrators, university management should provide continuous ICT training by organising regular hands-on ICT training sessions to strengthen administrators' technical skills, problem-solving abilities, and confidence in using emerging technologies. Training should be tailored to job-specific needs, including data management, communication tools, administrative automation software among others.

5. In order to strengthen organisational support, university management should foster a culture of fairness, equity, and transparency in decision-making processes to enhance trust and work engagement. Office administrators should be provided with constructive feedback and regular performance evaluations that are objective and geared toward professional growth.
6. To enhance organisational support, supervisors, co-workers should maintain open communication channels, encourage two-way feedback, and demonstrate genuine concern for administrators' welfare.

5.4 Contribution to Knowledge

This thesis has provided significant insights into the influence of Information Communication Technology (ICT) use, organisational support and work engagement of office administrators in universities, Osun State, Nigeria. The research provides contextually grounded data on how ICT adoption and utilisation influence the work engagement of office administrators within Nigerian public and private universities. While existing literature has widely examined ICT in education, few studies have specifically addressed non-academic administrative staff, thus filling a critical gap in African higher education management research. By examining organisational support as a multidimensional construct fairness, supervisory support, and reward systems, this study extends the understanding of how institutional practices shape employee engagement in higher education contexts. The findings show that organisational support not only affects engagement directly but also interacts with ICT use to enhance administrative efficiency and motivation.

The literature reviewed in this study have conceptually given a better understanding and knowledge of Information Communication Technology (ICT) use, organisational support and work engagement of office administrators in universities, Osun State, Nigeria. Further, the same study is encouraged to be done in other tertiary institutions in Southwestern states of Nigeria. The literature have contributed geographically as it focused mainly on office administrators in all the universities, Osun State, Nigeria which could serve as a basis for other researchers to make reference to this work when choosing the scope of their studies. The study has contributed to the body of knowledge by highlighting the importance of Information Communication Technology (ICT) use, organisational support in enhancing work engagement of office administrators in universities, Osun State, Nigeria.

5.5 Suggested Areas of Further Research

Having known that this study on Information Communication Technology Use, Organisational Support and Work Engagement of Office Administrators in Universities in Osun State, have contributed to the body of knowledge by highlighting its importance, the following were suggested for further studies:

1. A similar study could be conducted by using office administrators from universities in other states in Southwest Nigeria.
2. A large sample should be used in subsequent studies so that the result could provide a wider representation of the populace.
3. Further studies could adopt a mixed method approach, where both survey and interview will be used to collect data from the respondents. With this, more salient

responses that were not feasible in the survey could be captured in the interview, which would in turn provide comprehensive findings from the study.

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Edward, M. *Effect of Rewards on Job Satisfaction in Tanzania Prison Services* (Doctoral dissertation, The Open University of Tanzania). 2024.

Jrucilla, B., S. *Employee Engagement in Antigua and Barbuda Broadcasting Services*. *Unpublished Doctoral Thesis*, Walden University.

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Mohammed, M. *Determining the Impact of Supervisory Support on Employee Engagement in the Telecommunication Sector of Ghana: The Role of Supportive Organizational Culture* [Master's thesis, University of Ghana]. UGSpace 2021.

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Report

Human Resource Unit of Adeleke University, Ede, 2025.

Human Resource Unit of Bowen University, Iwo, 2025

Human Resource Unit of Fountain University, Osogbo, 2025.

Human Resource Unit of Joseph Ayo Babalola University, Ikeji-Arakeji, 2025.

Human Resource Unit of Kings University, Ode-Omu, 2025.

Human Resource Unit of Oduduwa University, Ipetumodu, 2025.

Human Resource Unit of Redeemer's University, Ede, 2025.

Human Resource Unit of Westland University, Iwo, 2025.

Human Resource Unit of Obafemi Awolowo University, Ile-Ife, 2025.

Human Resource Unit of Osun State University, Osogbo, 2025.

Appendix
RESEARCH QUESTIONNAIRE

LEAD CITY UNIVERSITY, IBADAN
FACULTY OF COMMUNICATION AND INFORMATION SCIENCES
DEPARTMENT OF INFORMATION MANAGEMENT

Dear Respondent,

I am a Master's student from the above-named university, and this questionnaire is designed to collect information on the influence of ICT use, organizational support, and work engagement of office administrators in universities in Osun State, Nigeria. Your timely and honest responses will greatly contribute to achieving the objectives of this research. Please note that all information provided will be treated with strict confidentiality and will be used solely for academic purposes.

Thank you.

SECTION A: Demographic Data of Respondents

This section is designed to collect data on the respondents to assist the researcher in understanding the characteristics of office administrators across the universities in Osun State, Nigeria.

Instruction: Tick the following questions as they apply to you.

1. Gender: a. Male () b. Female ()
2. Age: a. 20-30 years () b. 31-40 years () c. 41-50 years () d. 51-60 years ()
3. Highest Educational Qualification: a. SSCE () b. OND () c. HND () d. B.Sc () e. Masters () f. Others ()
4. Years in Service: a. 1-5 years () b. 6-10 years () c. 11-15 years () d. 16-20 years () e. 21-25 years () f. 26 years and above ()

SECTION B: Work Engagement Scale (WES)

Section (B): Level of Work Engagement of Office Administrators in Universities in Osun State, Nigeria. The statement in this section concerns work engagement of office administration as applicable to your institutions. (Answer by selecting one of the alternatives)

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

	Items	VH	H	L	VL
I	Vigor to work				
1	When I get up in the morning, I feel motivated to go to work.				
2	At work, I feel full of energy.				
3	I feel strong and vigorous while performing my job.				
4	I am able to work for long periods without getting tired.				
5	I am mentally resilient in handling tasks at my job.				
II	Dedication to work				
6	I find my job challenging.				
7	My job inspires me.				
8	I feel enthusiastic about my job.				
9	I am proud of the work I do.				
10	I find my work meaningful and purposeful.				
III	Absorption in work				
11	When I am working, I forget everything else around me.				

12	Time seems to fly when I am working.				
13	I get fully absorbed in my work.				
14	It is difficult for me to detach from my job.				
15	I feel happy when I am working intensely				

Section (C): ICT use of Office Administrators in universities in Osun State, Nigeria. The statement in this section concerns the use of ICT as it is applicable to you in your institutions. (Answer by selecting one of the alternatives)

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

	Statements	VH	H	L	VL
I	Perceived usefulness				
1	My job would be difficult to perform without ICT tools				
2	Using ICT tool gives me greater control over my work				
3	ICT system addresses my job-related need				
4	Using ICT improves the quality of the work I do				
5	Using ICT makes it easier to do my job				
6	Using ICT allows me to accomplish more work than would otherwise be possible				
II	Perceived ease of use				
7	I often become confused when I use ICT resources				
8	Interacting with the ICT tools is often frustrating				
9	I find it easy to get the ICT tools to do what I want it to do.				
10	I find many ICT tools easy to use				
11	I need to consult the user manual often when using some ICT tool				
12	I find it cumbersome to use ICT tools				

Section (D): Level of organisational support Office Administrators in universities in Osun State, Nigeria. The statement in this section concerns organisational support as applicable to your organisation. (Answer by selecting one of the alternatives)

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

		VH	H	L	VL
I	Fairness at workplace				
1	My institution treats all staff fairly and equally				
2	The procedures used to make decisions at work are fair and unbiased.				
3	I receive fair recognition for the work I do.				
4	I am treated with respect and dignity by my superiors				
5	In this institution, feedback and evaluations from management are fair and constructive.				
II	Supervisor Support				
6	My supervisor cares about my well-being.				

7	I can approach my supervisor with problems or concerns.				
8	My supervisor helps me develop professionally.				
9	I receive regular feedback and support from my supervisor.				
10	My supervisor values my contributions to the organisation.				
	Organisational Reward				
11	I am fairly compensated for my work.				
12	The reward system in this organisation motivates me to perform better.				
13	Promotion opportunities are fairly accessible.				
14	I am recognized for outstanding performance.				
15	Rewards and incentives reflect the effort I put into my job.				

BIO DATA

I GENERAL INFORMATION

- a. **FULL NAME:** WINDAPO, Temilade Oluwaseyi
(Nee Akano)
- b. **DATE OF BIRTH:** 29th August, 1982
- c. **TOWN/WARD:** Awe
- d. **STATE OF ORIGIN:** Oyo
- e. **NATIONALITY:** Nigerian
- PERMANENT HOME ADDRESS:** 2, Grace Villa, Behind Senior
Staff Quarters Kobaope Area,
Iwo.
- f. **CURRENT HOME/POSTAL ADDRESS:** Registrar's Office,
Bowen University, P. M.
B. 284, Iwo, Osun State.
- g. **TELEPHONE/WHATSAPP NO:** 08085057577

- h. E-MAIL ADDRESS:** temiladeoluwaseyi34@gmail.com
temilade.windapo@bowen.edu.ng
- i. GENDER:** Female
- j. MARITAL STATUS:** Married

II INSTITUTIONS ATTENDED (with dates):

- Lead City University, Ibadan 2023 to date
- Lead City University, Ibadan 2021 – 2023
- RSA Institute Incorporated, Ibadan 2015
- Federal College of Education (Special), Oyo, Oyo State 2001 - 2004
- Wetland Comprehensive College, Obadore, Lagos State. 2009
- Community Secondary School, Laguna Oyo 2000

III QUALIFICATION(S) (with dates):

- M. Sc. Office and Information Management, Lead City University, Ibadan In view
- B. Sc. Office and Information Management, Lead City University, Ibadan 2023
- Professional Certificate in Secretarial Administration and Office Management, RSA Institute Incorporated, Ibadan 2015
- Nigeria Certificate in Education (NCE) Computer Science Education/Special Education of Children with Learning Disabilities, Federal College of Education (Special), Oyo, Oyo State 2004
- West African Senior School Certificate (WASSCE) 2009
- West African Senior School Certificate (WASSCE) 2000

IV WORKING EXPERIENCE:

Bowen University, Iwo, Osun State

March 13, 2006 to date (19 years and 7 months)

Present Unit/Position: Office of the Registrar/ Senior Computer Operator I

V WORKSHOPS/TRAININGS AND SEMINARS ATTENDED

Registry Seminar for all Registry staff on Managing the Influences of Caustic Attitude in the Workplace for Optimal Performance: Key Lessons for Administrative Staff held on June 20, 2025 at the Senate Chambers, Bowen University, Iwo, Osun State.

National Institute of Office Administrators and Information Managers (NIOAIM) Webinar Series 3 – Navigating The World of Virtual Communication and Collaboration Held on May 31, 2025 (Virtual)

National Institute of Office Administrators and Information Managers (NIOAIM) Webinar Series 2 – Navigating The World of Virtual Communication and Collaboration Held on February 22, 2025 (Virtual)

1st International Conference of the Department of Information Management, Lead City University, Ibadan – Navigating The Future: Innovations in The Field of Information Management Held Between 17th and 20th February, 2025 At International Conference Centre, Lead City University, Ibadan.

VI DISSERTATION/SEMINAR PAPERS:

- Windapo, T. O., Adefioye, B. T., Adewale, M. M. & Ojo, B. A. Interpersonal Relationship and Job Performance of Office Managers in Selected Banks in Ibadan South-West Local Government Area of Oyo State. A Project Submitted to the Department of Information Management, Faculty of Communication and Information Sciences, Lead City University, Ibadan, Nigeria, in Partial Fulfilment of the Requirements for the Award of Bachelor of Science Degree (B.Sc.) in Information Management. 2023.
- Windapo, T. O. General Role of a Secretary in Business Organisations. A project work submitted to Royal Society Academy in partial fulfillment for the award of Ordinary Diploma in Secretarial Studies. 2015.
- Akano, T. O. & Akande, J. Effectiveness of Computer Science in Teaching the Learning Disabled Children in Afijio Local Government Area of Oyo State. A research work submitted to the Department of Learning Disabilities, School of Special Education, Federal College of Education (Special), Oyo, Oyo State, in partial fulfillment for the award of Nigeria Certificate in Education (NCE), 2004.

- Akano, T. O. Globalization, Knowledge, Education and Training in this Information Age. A Seminar paper presented in the Department of Computer Education, FCE (Sp.) Oyo. 2004.
- Akano, T. O. Problems Associated with the Identification of Children with Learning Disabilities. A Seminar paper presented in the Department of Learning Disabilities, FCE (Sp.) Oyo. 2004.

VII EXTRA CURRICULAR ACTIVITIES

Singing, taking adventures, Sewing, Sporting

VIII REFEREES

Mr. B. T. Adetona

Registrar

Bowen University, Iwo, Osun State.

08055113625

Mr. A. A. Odunlade

Deputy Registrar

Directorate of Admissions, Examinations and Ceremonies,

Bowen University, Iwo, Osun State.

07037956030

Mrs. T. A. Omotola

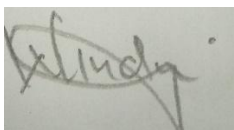
Principal Assistant Registrar

Council Affairs

Bowen University, Iwo, Osun State.

08038595718

Signature:



Date: September 13, 2025

The University Compliance Certification

This is to certify that this Thesis was written by **Temilade Oluwaseyi WINDAPO** with Matriculation Number **LCU/PG/005854** in the Department of Office and Information Management, Faculty of Communication and Information Sciences, Lead City University, Ibadan, is in full compliance with the approved University format and style.

Signature

Date

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