

## **Chapter One**

### **Introduction**

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

Employees' service delivery in the attainment of organization goals and objectives cannot be underplayed, this is because the expected quality of performance of staff within an organization must be in line with the aims and objectives of such an organization; otherwise the achievement of organization aims and objectives may be jeopardized. Service delivery is basically and fundamentally concerned with the end product of the combination of all the inputs made in a given job. It is an extent to which an individual, unit or department of an organization discharges its assigned or statutory responsibilities, and it is a means by which an organization evaluates attaining set goals or task assigned. The spate of service delivery could therefore be determined by the performance of employees' in achieving the organizational goals and satisfying its customers effectively and efficiently. It is a continuous cyclic process for developing and delivering user-focused services. It is cyclic because feedbacks from the clients being served are always good inputs towards improving the current service delivery level. In fact, no organization could be sustainable if the level of service delivery is deteriorating, static or not continuously being improved upon<sup>1</sup>. Therefore, every modern organization (including the educational institutions) should endeavour to reassess its activities at certain intervals if the preset aims are being achieved as attested to by verifiable service delivery indicators.

University system being the peak of educational institutions all over the world including Nigeria could not be an exception in effective and efficient service delivery. It is important to note that; service delivery could be traceable to two broad personnel categories in the University

system vis a vis academic and non-academic groups. Thus, when talking about service delivery in Nigerian educational system, it may not be holistic without discussing the deliverables expected from both academic and non-academic staff otherwise referred to as faculty and administrative members of the University.

Academic staff service delivery in Nigerian universities can be described as the quality of performance expected of an academic staff within the university system. It should be noted that universities exist to advance knowledge and contribute to nation building through teaching, research and community service<sup>1</sup>. This triple mandate makes universities unique with chains of contributions towards societal growth and development. It is the academic and non-academic staff efficiency and effective performance of their cardinal functions that are all geared towards the achievement of the visions and missions of the universities. Every profession has its variables of measuring the quality and quantity of service delivery, and this to determine the level of the output made or produced. In contemporary Nigerian universities, academic staff service delivery is measured through teaching, research and community service while that of non-academic staff is measured through effectiveness of planning and organizing material resources, prioritizing of responsibilities, taking initiatives, collaborating with others, effectively communicating with others, willingness to provide support and quality service to students as well as other internal and external stakeholders<sup>2</sup>.

Service delivery of both academic and administrative staff of many Nigerian universities seems to have become a matter of great concern to stakeholders in recent time because of the critical roles they play in the realization of goals, objectives, mission, visions and overall quality of university education via effective teaching, research and community service as mentioned

earlier. Universities hence depend largely on the intellectual and creative performance of their human resource to realize these goals. Academic staff are responsible for teaching the students and this in turn increases knowledge acquisition both for themselves and the students they teach<sup>1</sup>. This process of teaching and learning is perceived to lead to production of quality graduates for manpower development. Likewise, the quest for new discoveries, innovations and inventories (research) should help project or enhance the university standard. Also, the non-academic staff in the university are responsible for day to day administration including keeping records, information processing, students admission exercise, finance management, plants and facilities maintenance, security, clinical services and seeing to the general welfare of students and the entire university community<sup>2</sup>.

It is therefore imperative for university management to ensure that its personnel are well empowered for a progressive improvement in their daily deliverables. Despite the essentiality of university human resource and daily performance of same over time, there seems to be a major decline in the quality of service delivery of the Ivory tower in Nigeria in terms of teaching and learning, quality of researches being undertaken and visible impacts of community service on the developmental strides of our nation. Stakeholders have shown tremendous concerns about the deplorable state of our university system as compared to other developing nations and that of western giants. The situation appears despicable to the extent that, university education is now being seen as a show of class and celebration of certificates rather than having invaluable impacts of providing sustainable solutions to the developmental challenges of our immediate environment and that of the international community. Most public and private employers of labour seem to have lost confidence in the quality of graduates of Nigerian universities as they

are perceived to be largely defective in learning excellence and character. It is affirmed that there is a kind of mix-match between Nigerian universities graduates and labour market requirements which may not be totally divorced from assumed defective curriculum, poor teaching and research going on in many Nigerian universities due to the perceived failure of the system that also bothers on poor funding of the university system and this had invariably degenerated to poor infrastructure provision in many Nigerians universities over the years<sup>2</sup>.

Apart from the perceived failure in teaching and research activities in many Nigerian universities, community service which is the third area of service delivery of academic staff appear to have been totally neglected by many Nigerian universities. It seems there is no cordial relationship between town and gown any more. How universities fulfill their corporate social responsibilities to their host communities could also determine the extent of their service delivery. This aspect of university service delivery seems to have become totally passive or gone comatose. Things appear so bad for this third function to the extent that academic staff for instance only have their promotions in many Nigerian universities based mainly on teaching experience and research productivity. It is observed that community service activities of academic staff does not form an important part of staff promotion criteria perhaps the reason for neglect of this very important function but this is one of the veritable goals of the university system. In the light of the aforementioned, research, teaching and community service are considered as true measurement for academic staff service delivery in Nigerian universities<sup>3</sup>.

Teaching is the process of attending to people's needs, experiences and feelings and intervening so that they learn particular things and go beyond the given. It is universally

recognized that teaching is one of the measures of quality service delivery in Nigerian institutions of higher learning especially, the university system in Nigeria.

The second factor of academic staff service delivery is research which refers to the activities related to the acquisition of basic knowledge which can be designed to solve specific problems that are strategic to advancement of human existence. Research use scientific methods to enquire into varying societal problems and suggest probable solutions to them thereby adding to body of knowledge. Relevant policy documents such as the National Policy on Education (NPE) and the National Policy on Science and Technology (NPST) have also placed emphasis on research as an integral part of national development.

Community service is the third unique responsibility of an academic which refers to rendering selfless service to the larger society and it is a concept applied in different context by practitioners<sup>3</sup>. It is defined as initiatives and processes through which the expertise of the institution in the areas of teaching and research are applied to address issues relevant to its community<sup>4</sup>. It is noteworthy to state that, community service as a strategy in developing career in academia has been undervalued over time in comparison to research and teaching and has not been duly rewarded or acknowledged<sup>5</sup>. Research and teaching in higher education have been traditionally prioritized as the major agenda and determinant for promotion of faculty members while little attention is given to community service<sup>6</sup>. It was noted that, while some university academics that are potentially engaged, perceive community service as a means of career development, others perceive it as irrelevant to their job performance. They also do not perceive it as an approach that can enhance their understanding of scholarship; neither do they perceive it

as a legitimate approach which may be suitable for their research, perhaps the reason for the neglect.

In this study, non-academic staff service delivery is measured through customer relations, work habits and employee competence.

Customer relations refer to strategic means of meeting and exceeding customers' expectations. It is described as a way of providing excellent real-time service by developing a relationship with each valued customer through the effective use of individual account information<sup>7</sup>. Customer relations entails treating individual customers separately by carefully listening to their needs and giving assured continual support towards meeting the needs and creating a long lasting experience with the customer. Non-academic personnel are the image maker of the organization and the face of the university system. They are usually the very first to interact with at almost every point of contact in the university system. Even, at the faculty level, the secretaries and personal assistants who are non-academics are the first to be contacted and it is therefore important for them to have top notch human relations with students, fellow staff and other stakeholders that interface with them on daily basis by showing responsiveness, empathy and readiness to assist resolve their concerns.

When students are consistently dissatisfied with the kind of audience they get especially in private universities where they seem to pay through their noses, they tend to engage in premature termination of studies, switch institution and promote the circulation of negative word of mouth campaign, thereby making the institution less likely for potential students to seek admission into such institution which could affect attainment of institutional preset aim of delivering effective service to its varying stakeholders.

Work habit is any one of the behavioral, ethical, and practical elements applied by employees in contributing to job performance or standards that meet organizational guidelines. In this study, work habit refers to the behavioral, ethical and practical elements applied by non-academic staff of universities in Nigeria so as to contribute positively towards the achievement of quality service delivery in the system. Habit such as punctuality, attention to details, listening, readiness to help staff and students, taking responsibilities and team support are observed as poor and grossly inadequate in Nigerian private universities who are supposedly expected to be the service hub for the entire system. Some workers are reported to often get late to work giving multiple task schedules or late closing at previous day's work as excuse. Not minding their lateness, when they report and sign in, some especially the senior ones would still disappear to their other private businesses leaving important duties to junior staff members; some move around from one office to another chatting. It is a general notion in Nigeria that government work is nobody's work but why the apathy to work among private universities employees appears disturbing. Could these unethical work habits be happening as a result of informal or subjective affiliation based employment that seems to characterize the private university system? A system whereby proprietors could recommend anyone of his relatives, friends, business partners and so on for employment without due process of selection and recruitment. This type of system is likely to breed lawlessness and low productivity as many of these employees are likely to flout the rules with their bad work habits and will probably not be disciplined because they are protected by those who brought them into the system. This study interrogated this further.

Employee Competence is defined as a concept that describes the behavioral prerequisites for job performance and organizational results, indicated by skills attribute, character, quality,

ability, capacity and capability<sup>8</sup>. It includes demonstrating a commitment to competently perform ones job duties and responsibilities within established time frames, continuously strives to improve work performance and accepts responsibility for ones commitments to the university. It also contributes to the success of the university by consistently providing quality results in the performance of one's job duties and responsibilities by treating others with courtesy, respect, and dignity in the workplace. Employee competence promotes cooperation through open and honest communications and consideration for others' ideas, thoughts, opinions and also demonstrates high ethical standards of conduct in the performance of one's job duties and responsibilities. Therefore, the level of private universities employees' competence is one of the tools to measure their service delivery efficiency.

The assumed poor service delivery of universities could be attributed to many factors based on findings of related studies. However, contributions of factors like consideration of the state of employees' psychosocial factors such (workload, personnel autonomy and workplace relationship) and failure of universities' management to adequately empower their work force with necessary tools that could enhance performance (institutional empowerment) seem to have not been researched intensively especially to determine their nexus and consequential effect on effective service delivery of academic and non-academic staff in private universities particularly in Southwestern Nigerian known as the hub of higher education in Nigeria.

Workload refers to the amount of work that has to be done by a particular person or organization<sup>9</sup>. It could also be the cost of having to accomplish numerous tasks<sup>10</sup>. Workload here could mean the responsibilities assigned to a worker as part of his/her job description at the place of work. It also means the set of statutory tasks and responsibilities that are assigned to a worker

which he/she must accomplish at a given time. Relating this to the university system, workload are those academic and administrative duties carried out by lecturers and non-academics in the course of performing their daily jobs. It is a known fact that, most private universities in Nigeria struggle to reduce cost while maintaining competitiveness because there are many tasks which are supposed to be handled by different levels of staff and this could significantly increase the personnel cost. Management of private universities therefore tends to minimize cost while overburdening their workforce which could lead to work stress or health deterioration and also affect service delivery of their staff. A high workload task would require more resources than what is available and this is one factor that can affect productivity adversely<sup>11</sup>.

Moreover, personnel autonomy is one of the psychosocial factors that if not well managed may negatively affect effective service delivery in the university system. Therefore, for universities to perform their functions properly especially and contribute to national development, an element of freedom and independence is required for their personnel (academic and non-academic). Academics certainly need to be free from any form of interference from both internal and external forces in order to carry out assigned functions. The concept of academic freedom has gained lots of attention lately due to new dimensions, possibilities and constraints attached to their very sensitive duties. To that extent, it was posited in a document that academic freedom is the freedom to conduct research, teach, speak and publish subject to the norms and standards of scholarly inquiry, without interference or penalty, wherever the search for truth and understanding may lead<sup>12</sup>. Furthermore, an author defines academic freedom as the liberty of members of the academic community, individually and collectively, in the pursuit, development and transmission of knowledge, through research, study discussion, documentation, production,

creation, teaching, learning and writing<sup>13</sup>. In addition, it can also be conceived as the right to teach what one believes, to espouse unpopular academic and non-academic causes, to act upon knowledge and ideas as one perceives them without fear of retribution from anyone<sup>14</sup>. Similarly, it is observed that majority of office holders in the registry that is, non academic personnel often lack the freedom to take far reaching administrative decisions without the input of the proprietors or their informal faces in the universities. Even, the senior administrative personnel are mere rubber stamps to the wishes of proprietors or the management due to fear of job loss or undue intimidation. Therefore, personnel autonomy is perceived limited in private universities in Nigeria due to undue interference of proprietors and management of these institutions.

From the foregoing, it is clear that, for Nigerian private universities to indeed achieve their laudable goals for which they are being established, it is imperative for their members of staff to enjoy considerably sufficient freedom as contained in universities code of governance documents for effective and efficient service delivery.

Workplace relationship is a psychosocial sub-variable that appears to have influence on service delivery. It can be identified as the friendly atmosphere that one works which means ‘the milieu around a person’. Workplace relationship include a ‘friendly, well designed, safe and effective communication<sup>15</sup>. Workplace physical environment involving facilities and equipment among others but the social environment is the workplace relationship which can also be perceived as employees behavioural practices, interconnectivity or conditions in the workplace that influence favorably or unfavorably individual employee performance.. It is indisputable that how well employees engage with the organization, especially with their immediate workmates or colleagues, impacts to a great extent their error rate, level of innovation and collaboration with

other employees, absenteeism, overall job performance, how long they stay in the organization and ultimately, how well they contribute to actualization of broad goals of the organization. Universities personnel are among the group of employees classified as knowledge workers whose works use mental faculty and involve substantial use of information, creativity and decision making<sup>16</sup>. It is also important to note that, quality in higher education can be achieved through ensuring university personnel's increased productivity by provision of quality and conducive workplace social environment<sup>17</sup>.

Institutional empowerment is another vital tool that could ensure effective service delivery if given its right place by Nigerian universities' management. It refers to concerted efforts of the internal management of universities to create enabling environment for members of staff in order to give their best and render enhanced productivity to the establishment. Institutional empowerment could be in form of conditions created in the work place by the management to enhance work performance which may include personnel development, career growth (promotion), employee recognition, job security, and other mechanisms that could enhance employees' productivity which would later transformed to effective service delivery. Empowering employees means giving them some level of responsibility and autonomy for making decisions in the organization about specific tasks. This allows for decisions to be made at the operational levels of the company, where employees will address organizational collective concerns in a way to achieve superior service delivery. In this study, training, employee recognition and job security are considered as indicators of institutional empowerment.

Training is a key aspect of institutional empowerment which states the extent to which the management of universities engages in proactive processes at ensuring the growth of

members of staff so as to enhance their skills and productivity as well as attainment of organizational goals. Personnel training is one of the most successful methods for enhancing employee productivity and making the best use of their individual and group strengths in order to meet organizational goals<sup>18</sup>. It is also important to note that every modern organization desires to have competitive advantage over their competitors and various scholars have come to a consensus that human capital is the most important factor or asset of any organization. Personnel are the single most important factor for business performance<sup>19</sup>. Therefore, for universities to ensure optimum service delivery to relevant stakeholders, it is not out of place for its personnel to be adequately trained (empowered). It is pertinent to also note that the current perceived drop in service delivery in universities could be as a result of non-challant attitude of administrators of the Ivory tower towards qualitative training for academic and non-academic personnel. Delegating, training and development, job rotation, and equitable advancement possibilities are known forms of personnel development<sup>20</sup>. Also note that; coaching, training, empowerment, participation and delegation are potent strategies management can use to develop their personnel capabilities and improve performance<sup>21</sup>.

Employee recognition seems to be a potent tool of institutional empowerment. It has been identified as a powerful motivational tool that helps employees channel their energies toward achieving organizational goals and objectives<sup>22</sup>. The attainment of critical roles of Universities in today's highly competitive era may be undermined if employees' exceptional contributions are not acknowledged, embraced and recognized to serve as a motivating tool to continuously give their best. Praising employees for their good works in terms of verbal and written commendation, promotion, special privileges such as special parking space or showcasing recipient picture at

strategic places on campus, awards, gifts, monetary and other non-monetary rewarding strategies could be effective ways of recognizing employees' efforts of exceeding benchmark service expectation and perhaps ensure effective service delivery.

Job security is also identified as one of credible indices of institutional empowerment. It refers to assurance of being in the employment of an organization for a relatively assured period of time. It could also be referred to as protection against undue job loss. The fear of getting relieved of staff employment will definitely make them not to offer their best service. It is observed that some long serving members of staff are yet to be confirmed or accorded tenure status while some are being deprived of some basic employment rights in Nigerian private universities. Therefore, universities employees may see the need to engage in other self-benefiting services like inside trading during office hours. Some non-academic staff will be selling telecommunication recharge cards, refreshment items, clothing materials, home appliances and so on during work hours when they are not sure of job security and they need secured means of survival<sup>23</sup>. Even, academic members of staff engage in personal rewarding business activities at work when they are not adequately sure of job retention. This seems to be more rampant in private universities where there are no retirement benefits or somewhere any employee could be relieved of his or her duties without due process. Employees could likely engage in sharp practices such as examination malpractices, budget padding, inflating contracts or expenditures or unduly diverting institutional resources for personal use if they are not sufficiently secured on their jobs. This in turn will affect their commitment, performance and effective service delivery to the university.

The influence of employee psychosocial factors and institutional empowerment on service delivery could also be affected by the type of private university being considered at a particular period. Hence, school type which is either faith-based or secular was used as the moderating variable in this study. A faith-based university could perhaps have a culture of inculcating some religious beliefs into the workforce to enhance their service delivery. Also, a secular university that is not fully driven by a particular religious sentiment could perhaps make service delivery ethics less potent or otherwise<sup>24</sup>.

There are evidences of considerable research on the variables of this study separately but it seems much work have not been done with respect to looking at their relationship jointly. Hence, the need to investigate the influence of employee psychosocial factors and institutional empowerment strategies on service delivery in Southwestern private universities in Nigeria appeared necessary.

## **1.2 Statement of the Problem**

Decline in provision of exceptional service delivery in Nigerian private universities calls for serious concern as no private university in the country ranks among the top 10 in Africa or part of the first 400 globally. This is quite disturbing considering the fact that Nigeria is seen as the economic base of Africa that has produced a number of renowned academics of international repute but this has perhaps not reflected on the deliverables of Nigerian private universities over time.

The observed deficient service delivery in both academic and non-academic units of private university system reflects in cases of students' complaints regarding lecturers missing classes unjustly, missing or delayed examination results, conflicting individual staff's position on

related issues, denial of autonomous joint student associations, delay in project supervision, absenteeism of staff at their offices at the point of need during official hours perhaps for self-benefitting ventures mobilization, poor hostel services, untidy lecture halls, inadequate transport system, poorly equipped library, poor facilities management and general unsatisfactory services being provided by academic and non-academic members of staff of private universities have been affecting the achievement of overall aims of the university system.

The implications of deficient service delivery in private universities include but not limited to; low enrolment, increased students drop out, poor students performance, poor global visibility, low employers confidence in graduate quality, low contribution to societal growth and development.

Earlier scholars have researched on ineffective service delivery in the university system in Nigeria such as managing academic service delivery in South-South Nigerian Universities for national education transformation, students' satisfaction with service delivery in federal universities in South-South geo-political zone of Nigeria, influence of academic staff empowerment on service delivery in Nigerian Universities, service delivery and accountability in public universities in Southwest Nigeria, reference service delivery and users' satisfaction in federal university libraries in South-South, repositioning Nigerian universities for quality service delivery among others<sup>23, 24, 25, 26, 27, 28</sup>. However, much work has not been done on efficiency of service delivery in private universities in the country as well as combination of the psychosocial factors and institutional empowerment strategies present in this study. Therefore, it was important to interrogate the influence of employee psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment strategies (training, employee

recognition, job security) on service delivery in private universities resident in the Southwestern part of Nigeria.

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

The aim of this study was to investigate the influence of employee psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment (training, employee recognition, job security) on service delivery in private universities in Southwest, Nigeria. The objectives of the study are to:

- i. identify level of academic staff service delivery (teaching, research, community service, ) in private universities in Southwest, Nigeria.
- ii. identify level of non-academic staff service delivery (customer relations, work habit, employee competence) in private universities in Southwest, Nigeria.
- iii. assess level of employees' psychosocial factors (workload, personnel autonomy, workplace relationship) in private universities in Southwest, Nigeria.
- iv. assess level of institutional empowerment t strategies (training, employee recognition, job security) available in private universities in Southwest, Nigeria.
- v. examine the combined influence of psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment strategies (training, employee recognition, job security) on service delivery of academic and non-academic staff in private universities in Southwest, Nigeria.
- vi. ascertain the relative influence of psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment strategies (training, employee

recognition, job security) on service delivery of academic and non-academic staff in private universities in Southwest, Nigeria.

vii. establish the significant difference in service delivery level of academic staff and non-academic staff in faith-based and secular private universities in Southwest, Nigeria.

#### **1.4 Research Questions**

- i. What is the level of academic service delivery (teaching, research, community service) in private universities in Southwest, Nigeria?
- ii. What is the level of non-academic service delivery (customer relations, work habit, employee competence) in private universities in Southwest, Nigeria.
- iii. What is the status of employees' psychosocial factors (workload, personnel autonomy, workplace relationship) in private universities in Southwest, Nigeria?
- iv. What is the level of institutional empowerment strategies (training, employee recognition, job security) in private universities in Southwest, Nigeria?

#### **1.5 Hypotheses**

H<sub>01</sub>: There will be no combined significant influence of psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment strategies (training, employee recognition, job security) on service delivery of academic and non-academic staff in private universities in Southwest, Nigeria.

H<sub>02</sub>: There will be no significant relative influence of psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment strategies

(training, employee recognition, job security) on service delivery of academic and non-academic staff in private universities in Southwest, Nigeria.

H<sub>03</sub>: There will be no significant difference between levels of service delivery of academic staff and non-academic staff in faith-based and secular private universities in Southwest, Nigeria.

### **1.6 Significance of the Study**

The outcomes of this study would be of great importance to different stakeholders, namely: students, parents, university personnel (academic and non-academic), management of private universities, researchers, policy makers, employers of labour, government and the society.

The findings of this study would assist the students to get better service satisfaction from private universities' personnel thereby enhancing their academic performance and overall quality expected from an average output of the university system.

In addition, parents and sponsors of students for private university education would get better return on their investment when service gaps are efficiently fixed, unnecessary extension of students' graduation time curbed, drop out is reduced, teaching-learning is improved and overall students' output is at optimal level.

University personnel would get self-fulfilment and job satisfaction by being given the freedom to innovate and also empowered by the institution to effectively carry out their daily duties and effectively participate in policy making of universities. They would also benefit immensely from interacting more with the society by affecting daily lives of ordinary citizens through well-articulated community service thereby contributing more to nation building.

This study results would also assist the management of private universities in Southwest, Nigeria in planning for the development and implementation of effective and efficient personnel empowerment strategies that will lead to improved performance of the institutions and enhanced attainment of their goals of producing highly qualified manpower and serving as the bedrock for national development. University management would also be informed about comprehensive approach to appreciate the vital roles of all arms of the institution and generate dynamic approaches to involve and motivate all for better performance.

Moreover, employers of labour would have more confidence in the productive capacity of an average graduate knowing well of the fact that the university system has impacted them fully in multidisciplinary learning and character needed for today's organisational success.

Also, the government would be better informed on the need to provide more supports for private universities growth and development in order to perform their duties better and progressively achieve their goals which can also the institutions' capacity in terms of producing more highly qualified workforce to the society, thereby improving the quality of education in Nigeria and assisting the government to achieve one of the economic cardinal agenda of reducing graduate unemployment.

Similarly, policy makers would now have more roles to play in educational development by coming up with additional policies to address balancing psycho-social conditions at work and institute compulsory empowerment of universities personnel at all levels or strata towards improving service delivery in Ivory Towers in the Southwest and that of Nigeria by extension.

Furthermore, this study would be of immense support to other researchers who may need literature reference on the influence of employees' psychosocial factors and institutional empowerment on service delivery in universities thereby advancing knowledge.

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

Southwest is regarded as the hub of higher education in Nigeria. It is therefore unarguably strategic to the development of entire Nigeria as a nation. Also, majority of the states in the Southwest except with the exception of Lagos are regarded as civil service dominated states which have to diversify their earning capacities and develop great manpower needed to advance technological and sustainable developmental strides for the region hence the need for this study to concentrate on private universities in Southwest, Nigeria being the driving force of the intended societal development.

Therefore, the scope of this study was limited to service delivery of academic and non-academic personnel of private universities in the Southwest geo-political zone of Nigeria as dependent variable in relation to psychosocial factors of personnel and institutional empowerment available to them as independent variables of the study. The service delivery of academic staff was measured by teaching, research and community service while that of non-academic staff is measured by customer relations, work habit and employee competence. The indices used to measure employee psychosocial factors include workload, personnel autonomy and workplace relationship while institutional empowerment was measured by training, recognition and job security. School type was used as the moderating variable of this study.

The private universities considered are those that have been established for at least ten (10) years because management usually focus on facilities investment at early years and many

schools do not start enrolment immediately they are licensed by the National Universities Commission. Also, academic personnel considered for the study are Lecturer 1, Senior Lecturer, Associate Professor and Professorial cadres while middle level to senior administrative cadres from Administrative Officer 1 and above are considered for non-academic staff so as to elicit more credible information. The Human resources directors were also interviewed so as to elicit viable information about institutional empowerment strategies and personnel service delivery.

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

There were major limitations during the course of this study. First, the respondents were reluctant to create time for administration of instruments due to their busy schedules. Some respondents were cajoled and even assisted in their official responsibilities so they can create time for the researcher.

Also, there were stringent conditions such as requesting for financial payment and complete thesis by the management of some private universities before allowing administration of instruments. This took some months thereby unnecessarily delaying the field work.

Despite these limitations, the findings of this study are adjudged to be valid.

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

**Service Delivery:** This is defined as the satisfactory job performance (minimum role) expected of a university employee. It refers to teaching, research and community service for academic employees and customer relations, work habits and employee competence for non-academic employees in this study.

**Academic Service Delivery:** It refers to minimum satisfactory duties expected of an academic staff of private university. It was measured in this study by teaching, research and community service.

**Teaching:** It is the multi-functional interactive process of imparting knowledge to learners in the university system.

**Research:** This is a well guided process of investigating into and study of a concept or situation to establish fact and broaden knowledge.

**Community Service:** This means a voluntary and selfless work intended to assist or support common welfare of the society.

**Non-Academic Service Delivery:** This refers to the expected acceptable roles of non-academic employee in a private university. It was measured in this study by customer relations, work habits and employee competence.

**Customer Relations:** This refers to a caring connection between a potential or existing service recipient and a university non-academic staff. It is a good interaction with private universities' clients so as to understand their requests, show concern and readiness to meeting their intended expectations satisfactorily. It was also used to mean customer relationship management (CRM) in this study.

**Work Habits:** These are behavioural and ethical standards expected of non-academic university employee during the working period according to pre-established codes of conduct or other guidelines in the private university system. The work habits considered in this study were; punctuality, communication, listening and accountability (reporting).

**Employee Competence:** This refers to ability to possess the required skills, knowledge and proficiency expected of a non-academic member of staff for performance of specific and well defined productivity level. These competences are; qualification, problem solving skills, initiative and job awareness.

**Employee Psychosocial Factors:** These refer to indices that affect individual worker's attitude to work regarding his/her state of mindset and relationship with others at the workplace. These factors do influence workers' mental state and behavior. They were measured by workload, personnel autonomy and workplace relationship in this study.

**Workload:** This is the quantity of work or job responsibility assigned to individual employee in the private university system.

**Personnel Autonomy:** This refers to minimum level of freedom a university staff should have to function optimally at work. It could also be referred to as job autonomy. In this study, it refers to academic freedom for academic staff and administrative autonomy for non-academic personnel.

**Workplace Relationship:** It is the social atmosphere of the workplace or social support that university employees get from other members of staff during their valid employment period. It includes social support, trust and mutual relationship in this study.

**Institutional Empowerment:** This can be defined as the process by which university management give needed supports to employees for them to continually give higher productivity to the university's internal and external customers. They also mean employee empowerment programmes or institutional support activities by university management. These were referred to as training, employee recognition and job security in this study.

**Training:** This can be defined as university's strategic tool for enhancing its workforce professional identity, skills and capability. It also refers to engaging university employees in programmes such as coaching, induction, seminars, and workshops.

**Employee Recognition:** This means the act of openly acknowledging university personnel for their notable contributions to the attainment of corporate aims and objectives of the institution.

**Job Security:** It is defined as employees' feeling of being protected and unlikely to be unduly laid off, or dismissed from their employment for a relatively long period of time.

**Academic Staff:** This refers to university teaching employees involved in direct instruction and assessment of students as well as carrying out research and community service in private universities within Southwest, Nigeria.

**Non Academic Staff:** These are non-teaching employees of private universities engaged with core administrative functions in Southwest, Nigeria. These members of staff are classified under registry of universities which include hostel, technologists, faculty and departmental administrators, personal assistants as well as other personnel in medical, admissions, library, public relations, human resources, information and communication technology units. Others are examination and records staff, quality assurance, bursary and audit personnel, secretaries, works, maintenance and physical planning personnel.

**Private Universities:** These are universities not owned by the government. Their ownership are faith-based and secular (non-faith-based).

## Endnotes

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## **Chapter Two**

### **Literature Review**

In this chapter, some concepts relating to the study were briefly discussed. These include employee psychosocial factors (workload, personnel autonomy, workplace relationship), institutional empowerment (personnel development, employee recognition, job security) and the variables that impact service delivery (Academic and Non-Academic). Also, there was review of some related works as well as contribution of the study to knowledge. The review of literature was done under the following;

- 2.1 Conceptual Review**
- 2.1.1 Service Delivery
  - 2.1.1.1 Academic Service Delivery
    - 2.1.1.1.1 Teaching
    - 2.1.1.1.2 Research
    - 2.1.1.1.3 Community Service
  - 2.1.1.2 Non-Academic Service Delivery
    - 2.1.1.2.1 Customer Relations
    - 2.1.1.2.2 Work Habit
    - 2.1.1.2.3 Employee Competence
- 2.1.2 Employee Psychosocial Factors
  - 2.1.2.1 Workload
  - 2.1.2.2 Personnel Autonomy
  - 2.1.2.3 Workplace Relationship

2.1.3 Institutional Empowerment

2.1.3.1 Training

2.1.3.2 Employee Recognition

2.1.3.3 Job Security

## **2.2. Theoretical Framework**

2.2.1 Social Exchange Theory

2.2.2 Human Capital Theory

2.2.3 Systems Theory

## **2.3 Review of Empirical Studies**

2.3.1 Workload and Service Delivery in the University System

2.3.2 Personnel Autonomy and Service Delivery in the University System

2.3.3 Workplace Relationship and Service Delivery in the University System

2.3.4 Training and Service Delivery in the University System

2.3.5 Employee Recognition and Service Delivery in the University System

2.3.6 Job Security and Service Delivery in the University System

## **2.4 Conceptual Model**

## **2.5 Summary of Gaps in Literature Reviewed**

## 2.1 Conceptual Review

### 2.1.1 Service Delivery

Service is defined as a goal oriented activity tailored towards satisfying the needs and wants of customers on the basis of knowledge, capacity and profession of employees. Service delivery therefore refers to the process of providing service to customers<sup>1</sup>.

A service is an intangible good that can neither be held nor kept but instead materializes at the moment it is given for consumption<sup>2</sup>. In order to satisfy the consumer, services must be delivered as effectively and efficiently as feasible. It is a gauge of how effectively the service level has been attained or comports with client expectations<sup>3</sup>. It reflects the customer's perception of the excellence of a good or service<sup>4</sup>. The importance of the customer element was emphasised in a research on service delivery by stating that "the strength of the customer satisfaction ratings is the best proxy for the long-term economic potential of a corporation<sup>5</sup>. Students are seen as the main clients in the higher education environment. They are treated as internal consumers, and their experiences as customers are based on evaluations of all the important inputs and outputs of the educational system<sup>5</sup>. Nowadays, outcome assessment, which calls for gauging the desired outcomes of a certain educational or instructional endeavor that is more heavily focused on the learning process, is what drives service delivery efficiency. Other service delivery outcomes include the assessment of quality in teaching and learning and measuring the quality of the total student experience<sup>6</sup>.

Service delivery is organization's capability to deliver on the promises that were made and being able to stand over any key performance indicators or service agreements. That is, processes, procedures and the right infrastructure to deliver promised services correctly. This includes

understanding customer needs; turning the customer needs into service criteria; auditing; reporting and certification and finally continuous improvement<sup>7</sup>.

Service delivery can also be defined as the willingness and readiness of a workforce to provide customers' needs in a dependable, accurate and responsive manner while utilizing the available resources<sup>8</sup>. It is the systematic planning of activities in organizations with the goal of meeting the needs, requirements and expectations of customers as well as other stakeholders while making the best use of available resources<sup>9</sup>. In the university system, it encompasses the support, assistance, and services that personnel (academic and non-academic) must provide to students, parents, university users, and the general public.

Conclusively, the interaction among policymakers, service providers, and service users may also be thought of as service delivery, which includes both services and the mechanisms that support them<sup>10</sup>.

#### **2.1.1.1 Academic Service Delivery**

The university serves as a development and advancement tool for people and civilization. A university is a manifestation of the requirements of a society, a community, or a country. It is committed to developing its mind. Universities are designed to provide a country's unique or overall educational needs through the instruction of students, research, information dissemination, and other community service endeavors. In truth, universities are dedicated to actively participating in social change, economic modernization, and the development of all of the nation's human resources<sup>11</sup>. Universities exist to distribute information via teaching, research, and community service, to put it another way. Universities are distinct entities whose existence

stands for just academic objectives thanks to these three mandates. The caliber of the services provided by academics in these universities is crucial for achieving these goals.

Academic services are actions taken by academic staff members at educational institutions to help students develop the skills necessary for later knowledge acquisition and application. Academics in the university system are forced to perform community service, teaching, and research. As a result, the term "academic service" in this study refers to community service, teaching, and research.

#### **2.1.1.1.1 Teaching**

It's usual to refer to an act as teaching when someone teaches knowledge or abilities to another. Giving can refer to imparting knowledge or sharing experiences, such as a lecture. Both the art and the science of teaching are recognized<sup>12</sup>. It places emphasis on the teacher's creative and artistic ability to create a valuable environment in the classroom that will assist kids to learn. It clarifies the logical, mechanical, or procedural procedures that must be taken in order to achieve objectives in an efficient manner as a science. Regarding the idea of teaching, many educators have varied viewpoints.

Teaching may be summed up as interaction with students that enables their comprehension and application of facts, ideas, and procedures. Design, content selection, delivery, evaluation, and reflection are all included<sup>13</sup>. Teaching involves involving students in the active development of knowledge since to teach is to involve students in learning. A lecturer or instructor has to have understanding of the subject matter as well as how to make their pupils active learners. Therefore, a dedication to a systematic knowledge of learning is necessary for effective teaching. Teaching's primary goal is to change students from passive consumers of other people's knowledge into

active creators of both their own and other people's knowledge<sup>14</sup>. Of course, without the student's active engagement, the instructor cannot alter. Fundamentally, teaching is about establishing the pedagogical, social, and ethical frameworks that encourage students to accept responsibility for their own learning, both individually and collectively.

#### **2.1.1.1.2 Research**

Research is a detailed examination of a topic, especially in order to learn new information or facts about it<sup>15</sup>. It was described as a systematic inquiry that includes development, testing, and evaluation and is intended to create or add to generalizable information<sup>16</sup>. It is a curiosity-driven activity with the aim of discovery and knowledge progress<sup>16</sup>. The subject of a study may be a physical object, an occasion, a procedure, a societal institution or social circumstance, a biological state and so on. Regardless of the topic, research fundamentally aims to comprehend what is being studied by experimentation, observation, and analysis in order to get a more complete knowledge or firm conclusion on the problem<sup>16</sup>.

One of the fundamental responsibilities of a university, including in Nigeria, is to do research. Since their promotions are heavily reliant on their research outputs, the academic staff at these schools is compelled to engage in research activities. Research efforts not only advance academic staff via publications, but also raise their stature, reputation, and importance to both their local community and the greater global community<sup>17</sup>.

When compared to their colleagues throughout the world, Nigerian academics' research output has been deemed to be of low quality<sup>18</sup>. The nation's postsecondary institutions are required to provide research findings that are up to par with international standards because the globe has become a global community. That is to say, lecturers in Nigeria's tertiary institutions should be

able to acquire the skills necessary to effectively begin and successfully complete research projects intended to comprehend and explain various facets of society or nature; offer solutions to social and natural issues that have an impact on people's well-being locally and globally<sup>19</sup>. The world's nations no longer exist in isolation from one another in this period of globalization and the accompanying competitiveness, and as a result, nearly every product is now subject to global comparison and competition. Nigeria's educational output is being contrasted with those of other institutions throughout the globe. It is important to remember that none of the top 200 universities in the world are located in Africa<sup>20</sup>. This is most likely a sign of the poor caliber of research and instruction in this region of the world. Usually, the international community sets extremely high standards that must be adhered to. Through qualitative research, tertiary institutions in Nigeria should adhere to these norms. The established criteria should not only be reached, but also upheld and exceeded as a great nation. Therefore, global competitiveness will be gravely threatened if standards are not enforced and maintained.

#### **2.1.1.1.3 Community Service**

The university system in Nigeria is burdened with the three cardinal programs, which comprise the teaching program, the research program, and the community service program, as was previously indicated in this study. University administration is the efficient use of institutional resources to carry out the institutions' teaching, research, and community service programs. One of a university's crucial programs in Nigeria is its community service program. The third cardinal program of higher institutions is community service<sup>21</sup>.

The third cardinal program of higher institutions is community service. A community service program is a planned and structured volunteer effort by higher education institutions for the

benefit of the improvement of the local community. Higher education schools that provide community service initiatives do so to help their local communities grow. Higher education institutions that provide community services do so for the benefit of the local populace. In order for the host community to benefit from the institutions, community service programs are carried out close to where the institutions are located<sup>22</sup>.

Higher education institutions' community service programs cover a wide range of activities aimed at enhancing individual and societal well-being. Community service is a crucial service created by organizations to promote community socioeconomic development<sup>23</sup>. Community service initiatives should assist the host community in resolving its issues. Services that will have a good influence on the community should be included in higher education institutions' community service. A host community is frequently involved in the planning and organization of a postsecondary institution's community service program. However, the development of the program has been hampered by universities' inadequate oversight of the execution of community service programs<sup>24</sup>. The growth of host communities has benefited from the establishment of community service programs by higher schools. The host towns and the nation as a whole have benefited from the community service programs of higher education institutions in terms of socioeconomic and technical growth<sup>24</sup>.

#### **2.1.1.2 Non-Academic Service Delivery**

It is impossible to overstate the role that non-teaching service delivery plays in achieving educational goals and objectives. This is due to the need that the expected standard of service delivery from non-teaching employees inside Higher Education Institutions (HEIs) must be in line with those institutions' goals and objectives, or the attainment of those goals and objectives

may be jeopardized<sup>25</sup>. The capacity of non-teaching employees to carry out their legal obligations in an effective and timely manner is known as service delivery. These employees' services are viewed as those that are crucial for improving academic staff performance at HEIs. These programs will help hone pupils' minds and position them for future national leadership positions. The ultimate result of the aggregation of all the inputs produced in a specific work is really and essentially what service delivery is all about. The researcher continued, "It is a means by which an organization evaluates an individual employee's or unit inputs and output level, particularly in the area of attaining the set goals." It is also an extension of how an individual, unit, or department of an organization discharges its assigned or statutory responsibilities<sup>26</sup>.

Workers in HEIs essentially composed of academic personnel and non-teaching employees in federal colleges of education. The non-teaching staff plays a crucial role in colleges of education because they create the enabling environment needed for academic staff to successfully conduct teaching and research and for the institutions to operate efficiently. As an illustration, librarians assist academics and administrative officers admit pupils. Technologists, secretaries, and others are also tasked with administrative chores as well as other tasks as allocated, such as infrastructure upkeep, providing healthcare services, security, and many other things. These employees are recognized as non-teaching personnel at institutions of education and are in charge of the college's daily operations<sup>27</sup>. One of the many issues facing HEIs is the non-performance of certain non-teaching personnel, which is demonstrated by their lack of commitment to their jobs, timeliness, fairness, and passion<sup>28</sup>. At order to succeed, non-teaching personnel in most tertiary institutions place a high priority on service delivery. Due to the bureaucratic structure of higher education, a significant numbers of professional personnel would

always be necessary to keep management operating<sup>28</sup>. Non-teaching personnel is employed primarily to provide institutional support, student services, and academic assistance. This professor asserted that non-teaching personnel are crucial to all academic departments and that these support staff members, who manage the day-to-day operations, are essential for all academic departments to function<sup>29</sup>. The Provost, Registry, Deputy Provost, Bursary, Students Affairs, Human Resources/Establishment, Cafeteria, Security, Venture, and Bookshop were among the departments inside the institution<sup>30</sup>. Every division at the college has a supervisor, who may be regarded as the chief executive and primary officer in charge of ensuring the smooth daily running of each division. Each division/unit in the college has a set of leaders who are responsible for coordinating, managing, organizing, and planning the work of their subordinates in order to offer services effectively<sup>31</sup>. Many of these divisions don't seem to be carrying out their statutory duties in the manner that is expected of them. If this is not verified, it might undermine the declared aims and purposes of the federal institutions of education as well as the roles of the academic staff. Non-teaching personnel may provide security services, library services, administrative services, maintenance services, legal services, medical services, cleaning services, planning services, financial services, and other services.

#### **2.1.1.2.1 Customer Relations**

To build relationships with your consumers and grow your business, you need to use people, processes, and technology<sup>32</sup>. CRM is an acronym for a company approach centered on enhancing customer experiences. Customer retention owing to effective and efficient client relations, which ultimately improves company over the long run<sup>33</sup>. Higher education institutions (HEIs) must follow the same rules. The adoption of CRM methods at educational institutions supports all of

the activities undertaken there. Since CRM focuses mostly on enhancing client relationships. The link between marketing and finance has significantly changed as a result of relationship marketing<sup>32</sup>.

The researcher uses the term "customer service" to refer to how well students and staff interact (academic and non-academic). In this sense, students are referred to as "clients" while universities (and personnel) are referred to as "service providers." Satisfaction is the key to good customer service (before, during and after the delivery of a service). Therefore, businesses go to great lengths to guarantee that their customers receive items that please them, including post-service complaint channels in the event of a product failure.

There is no question that a functional educational university system depends on the quality of service delivery. It was acknowledged that the quality of their interactions with teachers affected students' satisfaction with educational services (at least in part) (and perhaps non-faculty staff). There is no question that a functioning educational system depends on the caliber of service delivery. Researchers that study the "quality of college life" (QCL), like Joseph Sirgy, acknowledge that students' satisfaction with educational services depends (at least in part) on how well they interact with teachers (and perhaps non-faculty staff)<sup>33</sup>.

#### **2.1.1.2.2 Work Habit**

Employees typically have a lot of energy when they start a new job, especially if the work they are doing meets their expectations. The majority of employees in Nigeria have a laissez-faire attitude toward their jobs as soon as they start working. If you can't beat them, join them is the typical catchphrase of most Nigerian laborers<sup>34</sup>. The majority of employees have persisted in following the lead of those who have a poor ethical attitude at work, which has led to the low

productivity of Nigerian workers. No matter how effective the organization's plans are or how well-run it is, nothing will happen unless the individuals who make up the organization are inspired to work hard. This made some wonder about the workers' work habits.

Work habits are described as the moral, ethical, and practical principles that employees use to help them execute their jobs to the organization's standards. A strong foundation of ethical work practices establishes a standard for effectiveness, productivity, dependability, and cooperation. It is a set of mental, moral, behavioral, or practical characteristics that an individual employs to perform at their very best at work. Peak performance, efficiency, trust, efficient communication, regular attendance, compliance, time management, timeliness, and teamwork are built on a solid foundation of good work habits.

Employees with good work habits are more productive and quality-conscious than those with bad work habits, and they are more successful in their professions. Good work habits may come naturally to certain people. Others, however, are prone to developing bad work habits and require the intervention of a manager or team leader. These conversations are rarely simple, but with proper planning, they may go well and result in a favorable end.

Work habits are defined in the university system as the behavioral, ethical, and practical components used by employees (academic and non-academic) in support of job performance requirements that adhere to the institution's guiding principles. Students, parents, tourists, and administration have all voiced reservations about how unproductive university staff members are on the whole, which has a negative impact on how well they provide services. Therefore, it is necessary to look at how these people' work habits are predicted. For instance, a cursory examination of student complaints reveals that non-teaching personnel in Nigerian universities

are consistently unhelpful. Students sometimes spend several hours in line at the doors of faculty and administrative staff members, squandering time that could have been spent learning. Additional findings indicate that official records are not preserved properly and that minutes are frequently written incorrectly. Some employees leave their desks to sell goods around the campus while others arrive at work late. Some of them are not student-friendly, while others do not show up in their offices or treat students poorly when they ask for their administrative help. In light of this, it appears that their production is at risk<sup>35</sup>.

#### **2.1.1.2.3 Employee Competence**

Competence may be defined as a set of observable, quantifiable knowledge, skills, personal qualities, and abilities that support improved employee performance and eventually lead to organizational success. It has sparked a great deal of attention from academics and practitioners in the fields of psychology and human resource management (HRM). It emerged from research on the psychological traits of workers and supervisors in relation to how well they performed their tasks<sup>36</sup>.

The usage of employee skills is quite flexible. They may be incorporated into employee communications like as performance reviews, recruiting procedures, succession planning, and on-boarding orientations. An approach to meet both the technical requirements of a profession and the more elusive behavioral standards of a work, frequently referred to as the "soft skills," is through competencies. There is nothing soft about these talents, though, and a clear set of competencies may aid a company in more effectively assessing and measuring employee performance.

There is no single definition of competence. Competency is defined differently for different tasks, professions, and even organizations<sup>37</sup>. Researchers and practitioners in the field have developed a number of definitions that focus their efforts on applying the competence approach to their work. A scholar claimed that there are two schools of thought that define the idea of competency: (1) the American method, which sees competency as a person's fundamental characteristics, and (2) the British approach, which sees competency as a collection of behaviors and norms<sup>38</sup>.

Employee competence, according to Homer (2001), is the key to a successful organizational process and profit. The characteristics and problems pertaining to core skills are discussed in the first section of this essay. The research approach used in this study is covered in the part after data analysis and interpretation. Discussions and recommendations are included in the last section.

Due to its nature, the term competency is open to several interpretations and lacks consistency across various organizations; using it as a general management tool would therefore undermine the goal of competency measurement<sup>39</sup>. Competency standards are frequently standardized, but in fact, each position and task is distinct in its own right, necessitating the use of various methods of measurement. Competencies must be evaluated individually, classified differently, and shown consistently<sup>40</sup>. Organizations must make sure that the competency of their employees is evaluated, upheld, verified, and enhanced over time. Numerous academic studies on the subject of employee competency show that the competencies needed vary between organizations, professions, and positions. Numerous organizations have therefore defined their own scope of expertise in various ways<sup>41</sup>. However, regardless of the jobs, positions, and levels that exist in the organizations, as claimed by several academics a set of important talents or „core competences

need to be formed and specified. To do the work properly, one must possess certain basic abilities. Core competences are referred to as general competencies<sup>42</sup>. The generic skills list aids organizations in identifying the levels of competence expected of their workforce, independent of the various organization types (big or small) and roles (lower, medium, or higher level). He goes on to say that these generic competences may be divided into personal-based competence and competence related to a job or activity<sup>43</sup>.

The commodity that clients or consumers desire, want, and anticipate is competences of the personnel employed by the service providers. This statement is made in light of the set of skills necessary in a service-based sector<sup>44</sup>. An author recognized a number of crucial abilities, including those relating to people, business, technology, and technical knowledge and skills. In order to better prepare graduates for service-based sectors, they urge education providers including universities and other higher learning institutions to concentrate on these factors<sup>45</sup>. He suggested that individuals working in the fields of tax, auditing, and accounting should possess a variety of competencies, including those related to communication, interpersonal skills, general business knowledge, accounting knowledge, problem-solving abilities, information technology, personal attitudes and capabilities, and computer proficiency<sup>46</sup>. Three main competency groups, namely communication competency, managerial competency, and job knowledge competency, were found to be the most important for managers. The following competencies the capacity to act as change agents, the capacity to take calculated risks, the capacity to think strategically, the capacity to collaborate with others, the capacity to communicate, the capacity to act quickly were shown to positively impact organizational performance<sup>47</sup>.

There are two main categories of professional competency: personal competency and functional competency. The former emphasizes the abilities needed to do a task or a job successfully and efficiently (characterized by personal attributes or behaviors required to perform effectively). It was also agreed that leadership, analytical thinking, and problem-solving skills are directly related to great performance at work. There are a few areas that an organization has to concentrate on, notably functional talent, leadership, innovation, and decision-making abilities, in order to build its pool of talents, particularly among professionals.

A professional's employability is increased if they have a strong combination of occupational expertise and four other generic competencies such as anticipation and optimization, personal flexibility, corporate sense, and lastly, balance<sup>48</sup>. These generic competencies are as follows: anticipation and optimization, personal flexibility, corporate sense, and balance. It was divided the most prevalent core skills into four clusters: administrative, communication, supervisory, and cognitive competency. This was done since there are many different types of competencies. On the one hand, experts feel that at least four basic competencies, including administrative, leadership, business acumen, and people management aptitude are required in the discipline of HRM<sup>49</sup>.

Researchers in this discipline are still debating what kind or groups of professional abilities are necessary for an organization to achieve organizational excellence. **Accountability:** Takes ownership of one's own actions and judgments and exhibits a dedication to carrying out tasks in an ethical, effective, and economical way. **Adaptability:** Adjusts planned work by gathering relevant information and applying critical thinking to address multiple demands and competing priorities in a changing environment. **Communication:** Effectively conveys information and

expresses thoughts and facts. Demonstrates effective use of listening skills and displays openness to other people's ideas and thoughts. **Customer/Quality Focus:** Anticipates, monitors, and meets the needs of customers and responds to them in an appropriate manner. Demonstrates a personal commitment to identify customers' apparent and underlying needs and continually seeks to provide the highest quality service and product to all customers. **Inclusiveness:** Interacts appropriately with all business and community partners, members of and visitors to the campus community, without regard to individual characteristics. It means to demonstrate a personal commitment to create a hospitable and welcoming environment and also fosters respect for all individuals and points of view. **Innovation:** Develops new insights into situations and applies creative solutions to make organizational improvements and meet challenges. Creates a work environment that encourages original thinking and innovation. Designs and executes novel processes and approaches to enhance the effectiveness and efficiency of work assignments. **Leadership:** Communicates personal vision and the University's vision in ways that gain the support of others. Mentors, motivates and guides others toward goals. **Occupational Knowledge/Technology Orientation:** Demonstrates the appropriate level of proficiency in the principles and practices of one's field or profession. Demonstrates a commitment to continuous improvement, to include understanding and application of technology (hardware, software, equipment and processes). **Team Focus:** Works cooperatively and effectively with others to achieve common goals. Participates in building a group identity characterized by pride, trust and commitment.

### 2.1.2 Employees Psychosocial Factors

Psychosocial impacts on mental health and behavior include social, cultural, and environmental phenomena. These factors include social contexts, connections, and pressures including the struggle for access to resources like healthcare, education, and other social services; rapid technology progress; job deadlines; and adjustments to social roles and status. Psychosocial factors are mental states or events that are related to a person's physical or social circumstances. For instance, psychosocial aspects include strain, tension, social support, inadequate job control, and work fulfillment.

The term "psychosocial factors at work" refers to the interactions between and among the work environment, job content, organizational conditions, and employees' capacities, needs, and cultures as well as personal off-the-job considerations that may, through perceptions and experience, influence health, work performance, and job satisfaction. Workplace psychosocial variables are the outcome of the interaction between organizational elements affecting the workplace and individual worker capacities, needs, and experiences<sup>50</sup>. Occupational psychosocial issues include;

**Psychological Support:** Greater job commitment, job satisfaction, job participation, good work moods, desire to stay with the company, and organizational citizenship behaviors are all displayed by employees who believe they have psychological support. However, there are higher levels of absenteeism, conflict, productivity loss, and accident hazards in the workplace when psychological support is lacking<sup>51</sup>.

**Organizational Culture:** The expectations, experiences, philosophy, and values of an organization are included in its organizational culture. Members' relationships with one another

and the outside world reflect this culture in their interactions with one another and with themselves. Humility, openness, trust, honesty, and justice are fundamental characteristics of a strong organizational culture. The relevance of organizational trust is derived from the fact that trust is essential for any constructive and fruitful social activity inside any company. It foretells a collaborative atmosphere and organizational citizenship behavior; it promotes organizational commitment and assures employee loyalty<sup>51</sup>.

**Clear Leadership and Expectations:** It is impossible to overstate the value of leadership. As a result, the outcome is frequently unmistakable. Employee resiliency, confidence, and trust are all boosted by clear and effective leadership, which also reduces employee conflict and dissatisfaction that may otherwise develop. Organizations with clear leadership see fewer sick days taken, fewer early departures, and improved employee performance<sup>51</sup>. A leader who prioritizes his or her own physical and mental well-being can have an impact on the wellbeing of both the firm and its workforce.

**Civility & Respect:** "Behaviors that help to sustain the standards for mutual respect in the workplace; civility demonstrates concern for others" is described as workplace civility. An environment where workers treat one another with courtesy and respect is conducive to productivity. Incivility at work can also affect employees' dedication to the company and productivity. People who work for companies that value civility frequently report higher levels of job satisfaction. A rising feeling of unity between employee and organizational interest, better cooperation, higher interest in personal development, devotion to corporate goals, and stronger supervisor-staff interactions are therefore frequently observed in such firms<sup>51</sup>.

## **Psychological Competencies and Requirements**

When there is a close correlation between an employee's interpersonal and emotional abilities, their work skills, and the position they have, they tend to perform better. Employees should have a strong relationship with the role they are applying for by having the necessary technical, psychological, and emotional intelligence.

## **Growth and Development**

It is essential to promote and offer an atmosphere that encourages employee development. Employee development also promotes goal commitment, organizational commitment, and work happiness, which is not news. Because of this, employees who work for companies that support their professional growth and development are more dedicated to both their positions and the company overall. If you examine your past experiences, you will discover that businesses that provide their employees help and encouragement in improving their interpersonal, emotional, and professional abilities see tenfold more growth than those that don't. Increased dedication to goals, organizational commitment, and work happiness are all results of supporting employee growth.

## **Recognition and Reward**

In daily life, you'll notice that you desire to accomplish more when your contribution to progress is acknowledged and your efforts are appreciated. This holds true in the workplace as well. Employees who receive appreciation feel more appreciated and are aware of how much they have contributed to the success of their teams and organizations. When given the proper recognition and reward, employees are more motivated and enthusiastic, feel more pride in and

invested in their job, and are more inclined to treat coworkers and customers with consideration, respect, and understanding.

### **Involvement and Influence**

Employees that operate in linear, restricted environments don't contribute anything innovative to organizational development and frequently get bored with their jobs as a result. Because they are essential to the health of the workplace and organizational development, creativity and innovation should be promoted and given as much room to grow as possible. When you demonstrate to workers that their job has purpose, they become more engaged, self-assured, and proud of both their work and the business as a whole. This emotion makes people more ready to do additional effort.

### **Workload Management**

Workload management is the practice of allocating tasks to team members and tracking how the work is progressing over time. The goal of workload management is to maintain a healthy balance between the quantity of work that each team member must accomplish and the number of tasks that must be completed within the allotted timeframe. Because there is a special and obvious link between job demands, intellectual demands, and job happiness, it is important to have effective workload management. While increased intellectual demands or decision-making freedom boost job satisfaction, increased job demands decrease it.

### **Engagement**

Employee engagement is a measure of how engaged and enthusiastic individuals are about their work, as well as how much effort they are willing to put in unnoticed. Employee involvement

encompasses a wide range of behaviors and attitudes; as a result, it can be either cognitive, emotional, or physical. Because they can relate to and are dedicated to the success of their organization as a whole, engaged workers feel a connection to their job.

### **Balance**

What order will you give priority to your personal, professional, and familial life? Which of these would otherwise provide the equilibrium on the scale? Your wellness depends on finding a balance between your career, family, and personal life. Therefore, having that flexibility is essential for any workplace. By allowing workers to do the activities required in their everyday lives, more flexible work environments help employees reduce friction between their personal and professional lives. Employees spend the majority of their time at work, thus it is important to incorporate activities that promote strong teamwork.

### **Psychological Protection**

Employees that feel comfortable putting themselves on the line, asking questions, seeking feedback, reporting faults and difficulties, or presenting new ideas without worrying about the implications for themselves, their jobs, or their careers are exhibiting psychological safety in the workplace. A psychologically safe and healthy workplace actively promotes workers' emotional wellbeing while taking all necessary precautions to reduce risks to their mental health.

### **Protection of Physical Safety**

The likelihood that an environment will make workers feel physically safe is highest for certain environments. Therefore, lower rates of psychological discomfort and mental health issues are associated with greater levels of workplace safety confidence.

### 2.1.2.1 Workload

The duties or all of the tasks that employees do while engaging in work-related activities are referred to as their workloads. Workloads are the professional and non-professional responsibilities that lecturers perform as part of their activities in the education of students. The biggest assets and most important participants in the university sector are the lecturers<sup>52</sup>. Their primary responsibility is to educate and mentor the next generation of pupils so they may gain the skills and information they need to flourish and prosper. To be effective, teaching requires a genuine commitment and is a challenging endeavor. Teaching requires thorough preparation of the material to be taught through research, consistent attendance, and on-time delivery of the material to the class. In particular, teaching extends to marking exam scripts and producing results. Teaching also includes evaluating pupils through tests, assignments, and exams.

In addition to this, lecturers are subject to a wide range of other responsibilities, some of which are challenging and occasionally in contradiction with their principal functions as academic staff and teachers. With the primary teaching role, they are exposed to performing multiple tasks virtually simultaneously. Among them are project supervisors at the undergraduate and graduate levels, chart coordinators, directors, heads of departments, deans, provosts, and examination officers. Others include attending conferences, publishing papers, and teaching very large classes in contrast to the NUC recommendation of 12 students to 1 lecturer<sup>53</sup>. Most frequently, these extra tasks have a tendency to increase lecturers' workloads and make it too much. The associated stress and the resulting health issues are the outcome. In light of all this pressure and the stress it causes, the level of lecturers' efficiency and effectiveness in their primary task is frequently not assured. Even while it is still not totally feasible to completely eliminate stress

from any activity, a heavy workload has the potential to produce a lot of stress, which can result in a lot of risks. In fact, overworking employees is one of the factors that contribute to stress<sup>54</sup>.

The professionals managing different non-teaching functions at higher education institutions are known as non-academic personnel. The non-academic professions include secretaries, caregivers, cleaners, and student welfare workers. Non-academic staff members are those employed by higher education institutions that make a substantial contribution to its performance. Non-academics have a wealth of institutional expertise, charisma, and determination to make sure the missions, ambitions, and goals of the institutions are achieved. The contributions of nonacademic employees have a significant influence on how students perceive their time at the institution<sup>55</sup>.

The primary missions of universities are to educate students, conduct research, and engage in community service. Non-teaching staff members support these missions by helping with research, instruction, and community improvement. The professionals who perform complementary activities outside of teaching and research make the university system work<sup>55</sup>.

#### **2.1.2.2 Personnel Autonomy**

Personnel autonomy is required if the results are to be shared with regard for just the acknowledged principles of scientific and intellectual discourse. Additionally, higher education employees should have the flexibility to demonstrate the outcomes of their possession of these talents if higher education is to build in students the ability for critical thinking and analysis, curiosity, and communication skills. To put it another way, the overall environment in universities needs to be one that encourages the unrestricted pursuit of knowledge as well as the use of free will and creativity in the formation and expression of ideas. In actual fact, if higher institutions are expected to develop the capacity for critical thinking and analysis, curiosity, the

communication skills in students, persons working in the higher institution should be given the freedom to exhibit the result of their possession of these skills. In other words, the prevailing climate in universities should be one that is conducive to the unbridled pursuit of knowledge and the application of free will and creativity in the development and expression of thought<sup>56</sup>.

Academic freedom includes the "freedom to teach and assess students without interference, freedom on what to teach and how to teach it, freedom of research, and freedom to pick students. It is the pursuit of academic truth within an institution through equity and even polemical controversy, the freedom of the teacher/student to research and discuss the issues related to his subject and to present his conclusions in writing and orally, and the freedom of the student to learn about the subject matter in question in an environment free from any form of coercion. Institutional autonomy on the other hand is necessary to create a situation in which the managers of universities are answerable to their constituents (i.e. the academic community}. It thus becomes a way of strengthening democratic management within educational institutions, and of ensuring that each institution gives free rein to the creativity of its staff and students<sup>56</sup>.

It is the freedom of the institution to function without undue control or influence by external forces or agencies. It is important to note that there is a new government policy on autonomy for universities in Nigeria. The policy provides for the freedom of universities to govern themselves, appoint their key officers, determine the conditions of service of their staff, control their student admissions and academic curricula, control their finance and generally regulate themselves as independent legal entities without undue interference from the Federal Government and its agencies.

Autonomy as specified in the new policy does not abdicate government's responsibility to fund universities, nor does it mean privatization of universities. The policy specifies three aspects of autonomy, namely academic, administrative and financial autonomies. The degree of autonomy in Nigerian Universities is dependent on the level of administrative controls and financial dependency. It is important for our government to note that school autonomy is not the same as either local financing or administrative decentralization, although the three are often confused. Fully autonomous institutions have authority to allocate their resources (not necessary to raise it). Greater institutional autonomy is the key to the successful reform of public higher education, especially reform aimed at resource diversification and more efficient use of resources. Recent experience shows that autonomous universities are more responsive to incentives for quality improvements and efficiency gains than those that lack autonomy. If effective use is to be made of instructional input, institutions must be autonomous.

**Administrative Autonomy:** This includes the authority to deploy personnel and to determine such things as the timing of the school year, duration of the school year, and the language of instruction. Teachers must have authority to determine classroom practices within limits set by a broad national curriculum, encouraged by examination and monitored and supported by standard, learning assessments and school inspector. The higher institution Governing Council has the statutory powers of appointment, promotion, discipline of all categories of staff and the management of finance in the universities. Administrative autonomy permits flexibility in the combination of inputs and hence improves quality.

**Financial Autonomy:** Nigerian universities cannot have full autonomy, as long as they are dependent on the proprietors for funding. Financial autonomy connotes the ability to determine

how much should be spend on general administration, administrative supports, organized research, retirement, and student services and staff development. It is also the power to generate funds outside the government allocation, and spend it the way deemed fit. The institution must be allowed to keep the additional resources they raised to finance quality improvement within the institution. There should not be restrictions on generating fund internally for such restriction creates management rigidities and inefficiencies. Autonomy remains largely an empty concept as long as institutions are solely dependent on government funding. Financially autonomous institutions are free to determine how their budgets should be spent. Universities must be in a position to exercise meaningful control over the principal factors affecting their costs. Each university should be able to set admission requirements, assess tuition and fees. Also, they should be able to establish eligibility criteria for financial assistance to needy students. This is necessary in order to ensure that the number and distribution of new students is at a level, compatible with its resources. Salary scale should be set independently across institutions so that these may attract faculty of the desired calibre.

### **2.1.2.3 Workplace Relationship**

The concept of workplace relationships is of two joined words coming together i.e. “Workplace” to fulfill duties regularly with or without a reward or compensation and the second word “Relationship” is the way in which two or more people or things are connected, or the state of being connected.

Work relationship refers to the totality of interactions among the workforce in an organization. It can be defined as the sum of the interrelationship that exists within the employees in a working

environment<sup>56</sup>. Workplace relationships involve peer relationships, which are equivalent relationships between similar status peers in an organization

The workplace relationship is the human environment which refers to peers, others with whom employees relates, team and work groups, interactional issues, the leadership and management.

Workplace relationship encourages informal interaction in the work place so that the opportunity to share knowledge and exchange ideas could be enhanced. This is usually a basis to attain maximum productivity in an organizational environment<sup>57</sup>. Without developing and maintaining strong, mutually beneficial partnerships within a corporate entity, organizations cannot continue their winning run. The way people interact with one another has evolved as a result of the growing importance of long-lasting, cordial connections in today's interconnected and globalized society. When success is seen narrowly, images of a wealthy miser wilting away alone come to mind. Many people are choosing to envision forming long-term relationships rather than engaging in hostile or competitive conduct as a result of the drive to develop bonds. Building relationships involves developing mutual trust, expecting the other person to reciprocate, and preparing for future profitable transactions<sup>58</sup>.

### **2.1.3 Institutional Empowerment**

Empowerment can be defined as the managerial style where managers share with the members of the organization their influence in the decision making process<sup>58</sup>. While this holds true, often one's definition of empowerment can additionally be impacted by one's level within the organizational structure and the level of delegation they deem appropriate to be considered empowerment. By looking at empowerment from the perspective of an employee, you will find

that their explanation and the type of empowerment they desire differ from the thoughts of many managers.

### **2.1.3.1 Training**

Training can be described as the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programmes. In the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses<sup>59</sup>.

In summary, training can be seen as gaining skills through which job incumbents achieve their objectives and enhance their competence in the work place with benefits in such a way that individuals understand the company's vision, mission, values, culture and strategy, the ability to gain skills on how to interact with customers follow processes, understand company policy and procedures, increase product and service knowledge, increase the ability to serve customers well and maintain service quality, and promote teamwork<sup>60</sup>.

### **2.1.3.2 Employee Recognition**

Employee recognition is a judgment on a worker's contribution, in terms of the work process as well as dedication and motivation. It also involves evaluating and acknowledging the results of this work. In short, it looks at the unique contribution of each worker and stresses the value of his or her professional expertise and experience<sup>61</sup>. By creating a culture of recognition, employees become more engaged. Engaged employees are happy, loyal, and productive. Everyday there is an opportunity to recognize someone for their service without spending a lot of money. Informal rewards are the icing on the cake that keeps employees motivated, engaged, and coming back for more. But it is also essential to study and understand the extent to which the above mentioned factors have an impact on the work force considering all the positive and negative effects appreciations have on individual and organizational growth.

When a person feel appreciated and valued for his or her contributions in the place of work, it always leads to more spirited innovative environment, increased employee engagement, commitment, less staff turnover, higher customer satisfaction ratings and the organization grows in its sense of purpose<sup>62</sup>.

### **2.1.3.3 Job Security**

Job security is the hope an employee has concerning the continuity and stability of their employment. It concerns the employees' emotions regarding the loss of a job or desired aspects of a job such as good working conditions, promotions, or desired long-term career prospects<sup>63</sup>. It is the extent of satisfaction a worker experiences in his/her employment. Recently, in most countries, job security has been falling at an increasing rate owing to technological advancements, demographic variations, and government strategies<sup>64</sup>. Many studies regarding

employee motivation state that the best motivation for an employee is his/her salary. However, we can deduce that, without job security, an employee may not continue to receive pay in the long run. Job security is seen as the extrinsic part of commitment. Thus, employees tend to show only partial commitment to an organization whenever their job security is at stake. Most workers perceive job security as an indispensable right and the most influential means of motivating them. Additionally, job security allows employees to be certain about their future, reduces labor agitations, increases productivity, helps to protect the social balance and values and reduces employees' intention to quit. This indicates that the concept of job security is pivotal in today's competitive business environment<sup>65</sup>.

## **2.2 Theoretical Framework**

### **2.2.1 Social Exchange Theory**

This theory was propounded by an American sociologist named George Homans in 1958. He was a pioneer in behavioral sociology and held several roles of distinction in his career, including serving as president of the American Sociological Association (1963 to 1964) and chairman of Harvard's Department of Sociology (1970 to 1975)<sup>66</sup>.

He attempted to explain underlying relationships that determine the exchange of reciprocal social services, which may range from simple to complex processes<sup>67</sup>. It is these relationships that are at the heart of the psychological processes, such as attachment, whether it is being to a person, an organization, or an idea<sup>68</sup>. The theory of social exchange is a psychology idea that contends that people make social decisions based on their own views of the advantages and disadvantages of taking action or, alternatively, doing nothing. Therefore, people assess each social relationship to

determine what advantages they will gain from it. It also implies that if someone feels that the effort or expense of a relationship outweighs any perceived benefits, they will likely end it. The theory emphasizes cost-benefit approach of human relationships.

People will trail relationships where rewards are greater than cost and abandon those where costs are greater than profit. These profits can be measured in the short-term or cumulatively. However, the value of costs and rewards are highly subjective<sup>69</sup>.

The costs involve things that one sees as negatives, such as having to put money, time, and effort into a relationship as compared to expected benefits such as fun, companionship, social support and ultimately satisfactory service that meets ones needs. As such, expectations can appear within work relationships as well usually referred to as "expectation of reciprocity" within workplace settings between management and staff which means that if an employee doesn't feel that their efforts are being reciprocated from higher-ups, this can affect their work (service delivery)<sup>70</sup>.

The social exchange theory is based on five (5) distinct guiding principles<sup>71</sup>. These principles are:

**Principle 1:** Social behavior can be explained in terms of costs, rewards, and exchanges: this principle's importance comes from how it loosely applied economics to human decision making.

**Principle 2:** People seek to maximize rewards and minimize costs in pursuit of the greatest profit: this reflects a belief that people are generally motivated by their own self-interest, regardless of the decision. A relationship that at one time seemed to be high reward, low cost may shift to one with increasing costs and low rewards, causing that person to return to a more rewarding level or terminate the relationship.

**Principle 3:** Social interaction involves two parties, each exchanging a reward needed by the other person (interdependent relationships).

**Principle 4:** Social exchange theory can be used to explain the development and management of interpersonal relationships: the economic principles underlying social exchange theory must be adapted so that they can apply sociologically

**Principle 5:** Social exchanges affect the relationships among members of groups and organizations.

There are several merits of social exchange theory especially in the workplace which university environment is one. Firstly, it makes people (employees and management) rational decision makers that is, people choose their relationships based on sound judgment. This is done by ranking their priorities to assess their decisions. The kind of interactions that individuals have at work will greatly alter depending on their priority sets. It is far more probable that an organization will be successful and achieve excellent results if it has a group of employees who prioritize elements like teamwork and group accomplishment. Also, a work environment that encourages considerate socialization among employees will likely have members of staff showing positive attitude to work and improved service delivery. This makes case for the value of preserving a welcoming environment at workplace. People are far less likely to be outgoing and try to form relationships if they believe that the environment will be unfriendly to them in some way. People's desire for connections is strongly correlated with how much they believe they will be accepted, and as a result, they stand to gain a variety of advantages. Moreover, the extent to which employees will be satisfied in a workplace and wish to continue working at a

company will be grounded to a large extent on the kinds of relationships they form with other stakeholders at the workplace.

In this study, the social exchange theory tends to moderate employees' psychosocial indicators (workload, personnel autonomy, workplace relationship) and institutional empowerment programmes (training, job security, employee recognition) towards improving service delivery of private universities in Nigeria. There is high tendency of satisfactory service delivery if employees (academic and non-academic staff) have the psyche that the benefits accruing to them from the management of universities in terms of skills improvement programmes (training), work freedom (autonomy), secured tenure of office, productivity recognition incentives and rewards as well as having a workplace that is friendly which allows employee participation in workflow processes and decision making exceed the cost they are parting with such as time at work (punctuality), workload, deadlines pressure and other efforts being put into effective and efficient service delivery. Such organizational environment encouraging collaboration, teamwork, freedom to seek help or interact freely with colleagues and superior officers tends to bring about the best in academic staff members in terms of effective teaching, lecture punctuality, classroom management, academic guidance, students' examination and grading, societal problem-solving collaborative research and community service. Also, non-academics will bring forth their competence, good work habits and distinct customer relations approach towards delivering excellence service delivery to both internal and external customers of the university. Thus, encouraging healthy, positive and value adding relationships by the management of private universities could have high propensity towards excellent service delivery to service recipients or relevant stakeholders within and beyond the university system.

The social exchange idea is having a good work atmosphere that inspires employees to perform better. Such motivational activities take place in companies with the support of some social exchanges in the background. A process of social exchange occurs between a company and its employees, demonstrating that the company values the efforts of its staff and takes care of them. Similarly, employees with higher achievement-striving ability tend to show a higher level of task performance even in difficult situations. Further it can be endorsed that motivational activities in organizational cultures are triggered under social exchanges, and positive behaviors at workplace are promoted in shape of employee commitment. This increased commitment can result in enhanced and improved individual and organizational performance.

### 2.2.2 Human Capital Theory

Human Capital Theory in Economics Theory explains the significance of labour maximization and how an organization can accumulate employees' knowledge, skill, and ability that improve employee capacity<sup>72</sup>. This theory is traceable to Adam Smith's publication on "an Inquiry into the Nature and Causes of the Wealth of Nations" in 1776 where he maintained that the annual labour of every nation comprised its capital stock and that human input acquired through formal education or apprenticeship are both quantitative and qualitative. That is, the acquired useful abilities of all members of a society in addition to the state of skill, dexterity and judgement with which labour is applied<sup>73</sup>. However, Theodore Schultz and Gary Backer propounded human capital theory from different but related perspectives at different times. In 1960, Theodore Schultz referred to human capital theory as expanding nation's economic growth through development of effective and productive human resources with three distinct elements which are; (1) countries without much human capital which cannot manage physical capital effectively, (2)

economic growth can only proceed if physical capital and human capital rise together, and (3) Human capital is the factor most likely to limit growth<sup>74</sup>. The first element means that amount of human capital has a positive relationship with the marginal product of physical capital (MPK). The MPK will be low because the physical capital is poorly managed if both the level of human capital and the level of physical capital are low. The second element opines that because the MPK is subject to diminishing returns, increases in physical capital will cause the MPK to fall below the market return, which will discourage additional investments in physical capital unless human capital levels grow while the third element implies that market forces influence investments in physical capital, but non-market forces predominantly influence investments in human capital. Because the two types of capital complement one other, in a market economy, it is non-market forces that ultimately decide whether economic production, physical capital, and human capital grow<sup>74</sup>. Gary Backer in 1964 described human capital as a physical means of production which organizations invests in through education, training, and health. Human capital is referred to the educational attainment, knowledge, experience, and skills of an employee<sup>75</sup>. The importance of labour productivity underscores how a business can build its employees' capacity by acquiring knowledge, skills, and abilities towards optimization of its service delivery<sup>75</sup>. Therefore, this theory suggests that training and development of employees are immensely beneficial to both individuals involved and the corporate organisation in delivering its core mandates to relevant stakeholders and customers. The human capital theory regards people as assets, hence adequate and qualitative investment in workforce by organisations will generate extraordinary returns in the long run to customers' delight and for corporate sustainability. Also,

upgrading worker knowledge, skill development, and training levels is necessary to maintain a to maintain organisational competitive advantage and improving service delivery<sup>76</sup>.

### **2.2.3 Systems Theory**

Systems theory is an input-output system propounded by Ludwig von Bertalanffy. The systems theory is highly applicable since it relates inputs to outputs through a process. The main input variables in the private university setting are material resources (textbooks, classrooms, libraries, school facilities and other non-human resources) and human resources (managers; the board of trustees, governing council, chancellor, vice-chancellor, registrar, bursar, librarian, deans, heads of departments, directors, lecturers, administrative workforce; supervisors, support staff and students) with the management and maintenance of these resources as an important additional dimension. But for the purpose of this study, we shall take just “human resource” as the “input” while the productivity (service delivery) of varying service providers within the university system.

The success of service delivery is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed. It is obvious that private universities without good human asset but having good learning materials or processes will not be able to offer effective and efficient services to their clients. Hence, human resources are important to attaining high level of customers’ satisfaction.

## **2.3 Review of Empirical Studies**

### **2.3.1 Workload and Service Delivery in the University System**

A study on teachers' workload and effective instructional delivery of business education courses conducted in Rivers State universities<sup>77</sup>. The study examined the effect of lecturers' workload on instructional delivery to students and its resultant consequence on academic performance. It also found that lecturers overloaded with too many courses or saddled with wider roles/responsibilities seen delivering less than expectation which implies that, they must be given few roles and responsibility to enable them deliver effectively and efficiently. The study also observed a significant relationship between overloaded courses and instructional delivery in universities in Rivers state which shows that overloaded courses on a lecturer makes the instructional delivery to be poor compared to when given few courses. It concluded that; the increasing demand for education and the inadequate number of teachers makes the few available teachers to carry the excess workload by combining both administrative functions and the academic aspect which makes the work uneasy for them thereby resulting to poor planning, stress, boredom and poor level of service delivery. The study recommended that government and higher institutions should employ adequate number of qualified lecturers to improve the quality of teaching process and universities should always review lecturers' workload distribution on a periodic basis to ensure equitable distribution of tasks and also help them to be more productive. Similarly, a research was conducted in Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria on workload and lecturers' job satisfaction<sup>78</sup>. The findings of this study revealed that lecturers found conducting research, processing of results, marking of examination scripts and supervision of undergraduate projects most demanding and that lecturers' job satisfaction

was low in relations with the workload. Also, there is a significant relationship between marking of examination scripts and lecturers' job satisfaction, supervision of research work and lecturers' job satisfaction and there is a significant relationship between number of courses allocated and lecturers' job satisfaction. The study therefore recommended that more lecturers should be recruited particularly in faculties with high student population in order to reduce excessive workload, while the number of students to be allocated to lecturers for project supervision should be reduced and the services of assistant lecturers should be employed to assist in the area of marking of scripts and supervision of undergraduate projects.

There was another study on occupational stressors among non-academic staff in Ghana<sup>79</sup>. The findings revealed that incidence of stress was prevalent among non-academic staff due to excessive workload, work scheduling ambiguity, work methods ambiguity, marital problems, financial pressure and demands from family. It also found that these job stressors do cause anxiety for oneself, loss of concentration on the job and poor performance by the examined non-academic personnel. It was however found that, the university provides appropriate work environment design for the non-teaching staff coupled with the matching of their work to skills.

The study recommended that universities should set up a more visible and proactive stress management program to bring stress awareness to its staff. More transparent work performance criteria should be set up for each job designation to deal with role conflicts, work overloads, and scheduling ambiguities.

### **2.3.2 Personnel Autonomy and Service Delivery in the University System**

A research conducted on the challenge of academic freedom in the Nigerian university system reviewed the extent at which universities in Nigeria enjoy freedom in the area of students'

selection, staff appointment, teaching, research and learning content<sup>80</sup>. It was observed that attaining academic freedom has been very difficult as universities have been handicapped with excessive regulations from the Joint Admissions and Matriculation Board (JAMB) and the National Universities Commission (NUC). The paper recommended that, teaching, research and other university functions should be independent of all political authority and economic power for the institutions to adequately meet the needs of the society.

Similarly, a study sought the perceptions of academic staff in higher institutions on freedom to decide what to teach. It was found that there are much interference in the academic works of teaching staff with political meddling being the major threat. The qualitative study concluded that there is lack of higher education policy regarding academic freedom to choose the content to teach, and there is also no specific internal policy to safeguard academic freedom. It however recommended the establishment of institutional policies and national laws to foster academic freedom; promoting freedom of expression beyond constitutional rhetoric; and allowing free operation of higher education institutions to enable effective service delivery in the system<sup>81</sup>.

Also, here was a study on the place of academic freedom and educational accountability in university goals attainment in Nigeria<sup>82</sup>. The study revealed that unpopular policies like quota system of admission and catchment areas have frustrating effects on academic freedom. Furthermore, it opined that the recipients of academic freedom must have a responsibility to account for all elements associated with such freedom while it recommended non-interference of government in university operations but the institutional authorities should put adequate processes in place for supervision of its workforce to ensure accountability of their responsibilities and improve goal attainment of the university system<sup>82</sup>.

In addition, a study on the effect of employee empowerment on service delivery in National Water and Sewerage Corporation (NWSC), Kampala, Uganda was conducted to determine the effect of employee autonomy on service delivery, the effect of staff involvement on service delivery and the effect of psychological empowerment on service delivery. The study adopted cross-sectional survey research design to draw responses from a wide spread of respondents and linear regression analysis was used to establish the significant effect of employee empowerment on service delivery. It found that, employee autonomy significantly affects service delivery; employee autonomy significantly affects service delivery and positive significant effect that psychological empowerment has on service delivery was reported. The study recommended that employee should be given autonomy for certain tasks, set targets and be given allowed to work towards achieving the preset goals<sup>83</sup>.

Another correlational study examined the relationship between organizational climate (employee autonomy, involvement and welfare) and employees' productivity in Ambrose Alli University, Ekpoma, Edo State, South-South, Nigeria<sup>84</sup>. It found that there is a significant relationship between job autonomy, job involvement, concern for employee welfare, organizational facilities and employees' service delivery. It later recommended among others that the university management should ensure that employees are given reasonable and commendable job autonomy in their various units, consider their direct involvement in the process of decision making, provide welfare packages to employees while the state government should be effective in the provision of modern and usable facilities for the discharge of staff duties which could enhance their job productivity.

### **2.3.3 Workplace Relationship and Service Delivery in the University System**

Workplace relationship is the organizational social environment that deals with the relationship between and among staff in a working environment. Staff service delivery would largely deteriorate if employees are not satisfied with their workplace relationships or behaviour of colleagues and superiors in the workplace. There were relatively no direct data on workplace relationship in the university system but rather investigated as a broader concept of workplace environment. Hence, previous studies were reviewed in that direction.

A study investigated the relationship between work-place context related variables and academic staff service delivery in Southwestern Nigerian Universities. The study adopted the descriptive survey research design. Two set of instruments tagged “Workplace-Context Variables Questionnaire” (WCRVQ) and “Academic Staff Service Delivery Questionnaire” (ASSDQ) were used for the study. The data collected were analyzed using descriptive and inferential statistics. The study showed significant relationship between workplace-context related variables (physical facilities, interpersonal relationship, and nature of the job) and academic staff service delivery. The study also revealed that the level of academic staff service delivery in the University system was moderate. The extent of workplace context related variables was also moderate. Based on the findings, it was recommended that school management should maintain good interpersonal relationship and understand that every member of the University community is important and they should display respect for cultural values, diversity, freedom, democracy and social justice. Also, Government should increase school funding in order to meet adequate provision and maintenance of physical facilities<sup>85</sup>.

Similarly, a research investigated workplace environment, motivation and service delivery of librarians in Ambrose Alli University (AAU), Ekpoma, Edo State, Nigeria<sup>86</sup>. The research adopted the descriptive survey research design, and interview method as the instrument for collecting data. It found that the work environment at AAU Library is not serene and conducive, and librarians are not excited about their work because they are not properly motivated. Also, overall service delivery of the librarians is low because their work environment is not conducive and improper systems of motivation are having a negative impact on their service delivery. The study recommended that work environments should be made conducive and friendly so that employees can be motivated to give their best for effective service delivery and optimum productivity.

Another study investigated the impact of workplace environments on retention outcomes of public universities in southern Nigeria<sup>87</sup>. The study adopted a cross-sectional and descriptive approach to elicit information from 384 academic staff that were randomly and purposively selected. The use of a modified questionnaire (quantitative) was adopted. The findings revealed that the issue of inadequate and decay of infrastructural facilities had been a concern to the universities examined in the study. Most of the university workforce including professors, shared offices that are dilapidated, poorly ventilated and furnished with erratic power supply, over-congested classrooms. There were varying promotion criteria and a growing disparity in the ratio between staff and students showing high level of overstressed staff and poorly motivated. The study later recommended the creation of enabling environment, adequate funding of tertiary education, unbiased and objective promotion strategy, introduction of satisfactory motivational packages and effective administration to curb human capital flight<sup>87</sup>.

Also, a study examined the impact of employees' workplace environment on employees' performance. The results indicated that a positive work environment had the power to improve employee performance. Similarly, it revealed that a positive work environment also improved the employee commitment level and achievement-striving ability significantly. It also found that both employee commitment and achievement-striving ability also improved employee performance. While in the case of mediation, it was observed that workplace environment did activate employee commitment and employee achievement-striving ability did improve employee performance.

The study therefore recommended that organizations should focus on the creation and provision of a positive workplace environment at the workplace to improve the task performance of the employees. Similarly, a positive work environment that promotes the achievement-striving ability of the employees should be encouraged through a positive workplace environment<sup>88</sup>.

In addition, a study investigated work conditions and staff job commitment in Ogun State-Owned Universities. This study examined if staff working condition is a correlate with job commitment in Ogun-Owned Universities, Nigeria. The findings from the study indicated that work conditions are correlated with job commitment among university workers. That is, administrators must make sure that staff members are provided with suitable working circumstances and a comfortable environment to increase their dedication to their employment, which is projected to increase productivity and service delivery in universities<sup>89</sup>.

#### **2.3.4 Training and Service Delivery in the University System**

A study investigated the relationship between staff training and service delivery in universities and found that well-trained staff members had a positive impact on the quality of service

delivery. The authors recommend that universities invest in comprehensive training programs to improve service delivery<sup>90</sup>. Similarly, a study on the effective service delivery in universities posited that technology, customer engagement, and continuous improvement initiatives can significantly improve service delivery in universities<sup>91</sup>. "Another study emphasized the importance of staff development in improving service delivery in universities, the authors found that well-trained staff members were better equipped to handle complex issues and provide high-quality service to students<sup>92</sup>. Furthermore, an author analyzed the emerging trends in service delivery in universities, such as the use of artificial intelligence and automation. The authors found that these innovations can significantly improve efficiency and accuracy in service delivery<sup>93</sup>. In the same vein, a study explored the relationship between organizational culture and service delivery in universities. The authors found that a positive organizational culture can positively impact service delivery by fostering a supportive and inclusive environment for staff members<sup>94</sup>.

Furthermore, an author posited that empowered workers (team) are likely to show positive outcomes, have better process improvement, display high quality services, are more proactive, are less resistant to change, more satisfied with their jobs, and committed to the team and organization<sup>95</sup>. Empowerment is especially important in organizations (such as university) where people must work independently. For academic staff of Nigerian universities to effectively perform their cardinal roles of teaching, research and community service as stated in National Policy on Education, there is a need for them to be adequately empowered since organizational success or failure and performance is a function of many factors among which is employees' empowerment<sup>95</sup>. Also, it was argued in a study that empowerment would help individuals to gain

more control over their working environment, enhancing their contributions and taking opportunities for personal growth and invariably, improved service delivery. It would also enable workers to perform well in their roles, making them more independent and able, increasing their confidence and willingness to be visible<sup>96</sup>. Similarly, in the word of an author, empowerment is a drive towards the realization of the innate potentials found in an individual employee. Thus the potentials found in an employee can be enhanced if empowered<sup>97</sup>. The scholar further opined that, one of the three basic measures of employee's empowerment is the ability to have access to resources needed for a decent standard of living, ability to live a long and healthy life and the ability to be knowledgeable which can be achieved via training as one of the indicators of empowerment<sup>97</sup>.

Again, it was argued that most state owned universities for instance appear to have challenge with the empowerment and service delivery of their academic staff, due to their poor funding and deplorable state of facilities when compared with their counterparts in federally owned universities, the author therefore opined that, many of the federal universities seem to be better funded than their state counterparts. This development then seems to have led to a better service delivery of the academic staff in the federal universities<sup>98</sup>. Similarly, an author equally posited that every organization needs to adopt some kind of empowerment initiatives for at least part of their work force in order to be successful in today's business environment so as to be able to tap the employees' knowledge, ideas, energy, and creativity among others. The best organizations accomplish this by empowering their employees to take initiative without prodding, serving the collective interest of the organization without being micro managed; and act like the owners of the organization<sup>99</sup>.

Research has also shown that when people experience empowerment at work, positive outcomes are likely to occur; they are likely to report less job strain, more job satisfaction and organizational commitment<sup>100</sup>. The rate of turnover may also likely be low according to the author. Recently, there have been a lot of talk these days about empowering employees (universities academic staff inclusive), and there is an increasing evidence that empowerment is directly linked to improved results<sup>101</sup>. Empowerment practices must therefore be implemented with the hope of building employee commitment, overcoming worker's dissatisfaction and reducing absenteeism, turnover, poor quality work and sabotage with the resultant effect of a better service delivery on the parts of employees (academic staff inclusive)<sup>102</sup>.

An author however noted that, what empowers one employee may not function as an empowering tool for the other. Therefore an organization must identify and stipulate the various mechanisms that could enhance employee's performance. There are basically many ways through which academic staff could be empowered in order to make them effective, efficient, responsible and responsive to the needs of the university and the society at large. Some of these include; job recognition, promotion, given incentives, training, and job security among others<sup>103</sup>. This then suggests, according to a scholar that, academic staff are the catalysts in any school system (university system inclusive) and the level of encouragement and support they receive from the management, government or other players in the process would progressively or adversely affect their service delivery or performance and subsequently the productivity of the system<sup>104</sup>. The author argued further that, academic staff holds the key to the success of the university system and all elements within the system are only useful to the extent by which the academic staff breathes life into them because they are the lubricant or life wires of the system<sup>104</sup>.

Hence, their empowerment for better performance must not be handled with kids' glove or relegated to the background otherwise, the nation's aspiration of using university education as a tool for national development would ever remain a mirage.

### **2.3.5 Employee Recognition and Service Delivery in the University System**

Employee recognition is a crucial aspect of workplace culture and has been shown to have a significant impact on service delivery in various organizations, including universities. Recognizing and rewarding employees for their hard work and contributions has been found to increase job satisfaction, motivation, and performance, which in turn can lead to improved service delivery.

A study investigated the effect of employee recognition on service delivery in higher education institutions. The authors found that employees who felt valued and appreciated through recognition programs were more motivated to provide high-quality service to students and other stakeholders<sup>105</sup>. The study also showed that employee recognition programs can improve morale and job satisfaction, leading to lower turnover rates and increased retention of talented staff members<sup>105</sup>. Similarly, a study investigated the impact of employee recognition on customer satisfaction in university service delivery. The author found that customers were more likely to be satisfied with service delivery when staff members were recognized for their efforts. He noted that recognition programs can create a positive work environment and encourage employees to go above and beyond in their service delivery efforts<sup>106</sup>. In another related study, the impact of different forms of employee recognition on service delivery in universities was analyzed. It was found that non-monetary forms of recognition, such as praise and recognition in front of others, were just as effective, if not more so, than monetary incentives in improving service delivery<sup>107</sup>.

The authors concluded that recognition programs that focus on individual strengths and achievements are more likely to have a positive impact on service delivery<sup>107</sup>. Another author emphasized the importance of senior leadership in promoting employee recognition programs in universities. The authors found that when senior leaders are actively involved in recognizing and rewarding employees, it sends a clear message to staff members that their efforts are valued and appreciated<sup>108</sup>. The study also showed that senior leadership involvement can improve the perceived fairness and effectiveness of recognition programs, leading to improved service delivery<sup>108</sup>. In another study investigated to determine the impact of employee recognition programs on organizational culture and service delivery in universities. The authors found that organizations with strong recognition programs and a positive organizational culture had higher levels of employee satisfaction and engagement, which translated into improved service delivery<sup>109</sup>. The study emphasized the importance of creating a culture of recognition and support, where employees feel valued and motivated to deliver high-quality service. The study concluded recognizing and rewarding employees for their hard work and contributions have been found to increase motivation and performance, leading to improved service delivery<sup>110</sup>.

Furthermore, a related study investigated the effect of employee recognition on service delivery in higher education institutions. The authors found that employees who felt valued and appreciated through recognition programs were more motivated to provide high-quality service to students and other stakeholders. The study also showed that employee recognition programs can improve morale and job satisfaction, leading to lower turnover rates and increased retention of talented staff members<sup>111</sup>. Similarly, a study investigated the impact of employee recognition on customer satisfaction in university service delivery. The authors found that customers were

more likely to be satisfied with service delivery when staff members were recognized for their efforts. He noted that recognition programs can create a positive work environment and encourage employees to go above and beyond in their service delivery efforts<sup>112</sup>.

Furthermore, a study had shown that both intrinsic and extrinsic motivators can be used to predict outstanding organizational outcomes, especially in job performance and productivity<sup>113</sup>.

Employee recognition plays a key role in enhancing relationships which are meant to improve performance in an organization. In order to achieve organizational strategic goals, the human resource managers should endeavour to provide motivation mechanisms that can drive employees' potential to perform to optimum levels possible. Actually, individuals have the potential, skills and the required expertise to drive performance to higher levels, but needs to be triggered for this to be realized possibly through employee recognition<sup>114</sup>. Additionally, employee recognition on the other hand has been given coverage as one of the mechanisms to address the feelings and emotions of the employees, given that not all people get psyched to work with just attractive basic salaries and allowances<sup>115</sup>. It is indeed cited that employee recognition contributes to building self-esteem among the employees which in turn leads to their willingness and commitment to exert extra effort in performing their assigned tasks in the hospital.

Employees' perception of equity and overall individual commitment to job performance increases when they are compensated commensurately with their contributions<sup>116</sup>. In the contemporary world, organizations have endeavoured to offer both short and long-term compensation systems and policies so as to meet their overall goals, especially in attracting, motivating and retaining both skilled and competent staff. This has however not yielded much

especially based on the fact that they are irregularly reviewed<sup>117</sup>. In a similar manner, it was found that some organizations were adopting a blend of a number of elements in their compensation strategies. For example, the authors cited the move towards merit pay, incentives and other benefits such as retirement, leave, holiday, rental and commuter allowances, away from the traditional approaches to employee compensation as part and parcel of recognizing and appreciating the role of employees in the organizational performance<sup>118</sup>.

Recognition for a job well done or full appreciation for work done is often among the top motivators of employee performance<sup>119</sup>. The need to feel appreciated is deeply ingrained in all employees<sup>119</sup>. According to the author, performance recognition is a strong driver of employee engagement, a key objective of high-performing companies around the world. The author further stated that as a result, performance recognition improves relationships between managers and employees, increases levels of individual and company-wide innovation, and encourages employees to maximize their output and productivity and that performance recognition when provided appropriately; it goes a long way toward encouraging employees to increase innovation and customer service<sup>119</sup>.

Getting higher and higher promotion is the ultimate desire of each person working in any sort of organizations<sup>120</sup>. It was concluded in the study that there is positive relationship between promotion practices and perceived performance of employee<sup>120</sup>. In other word, if organizations want to accelerate performance of employees in the organization, fair promotional opportunities should be given to employees<sup>120</sup>. Another author agrees with the aforementioned submission and posited that employees generally value their need for autonomy and authority, and that they

prefer a job that would require increased responsibility and risk<sup>121</sup>. Therefore, promotion was seen as a tool for providing an employee with an increased level of pay and status<sup>122</sup>.

The most successful managers provide their employees with frequent and effective recognition. Further to this, it is important to provide a forum for this recognition so the employees can receive the honor in front of their peers. This will help motivate others to strive to achieve high results so they too can be rewarded for quality work<sup>123</sup>. Therefore, employers should show appreciation and give employees credit for their work. Various studies have shown that recognition motivates employees to perform their work better. According to a related study, performance recognition is a strong driver of employee engagement a key objective of high-performing companies around the world<sup>124</sup>. The study further noted that as a result, performance recognition improves relationships between managers and employees, increases levels of individual and company-wide innovation, and encourages employees to maximize their output and productivity<sup>124</sup>. He equally argued that performance recognition when provided appropriately; it goes a long way toward encouraging employees to increase innovation and customer service and concluded that provision of public recognition to employees causes a statistically and economically significant increase in performance<sup>124</sup>.

The advancement of an employee from one job position to another job position that has a higher salary range, a higher level job title, and, often, more and higher level job responsibilities, is called a promotion. Getting higher and higher promotion is the ultimate desire of each person working in any sort of organizations<sup>125</sup>. These were described as the chances for advancement to higher hierarchy in an organization. It was concluded that there is positive relationship between promotion practices and perceived performance of employee. If organizations want to accelerate

performance of employees in the organization, fair promotional opportunities should be given to employees<sup>126</sup>. It was agreed that employees generally value the need for autonomy and authority, and that they prefer a job that would require increased responsibility and risk and sees promotions as providing an employee with an increase in pay and improved status<sup>127</sup>. Sometimes a promotion results in an employee taking on responsibility for managing or overseeing the work of other employees. Decision-making authority tends to rise with a promotion as well. An author similarly viewed promotion as desirable by employees because of the impact it has on pay, authority, responsibility, and the ability to influence broader organizational decision making. By getting to higher positions they could have more chances to express and develop their capability which will, in turn, give them more motivation to perform better. Promotions can be used as one kind of compensations to motivate employees<sup>127</sup>.

### **2.3.6 Job Security and Service Delivery in the University System**

The relationship between job security and service delivery has been widely studied in various industries and sectors, with a growing body of evidence suggesting that job security is a significant factor affecting service delivery. For instance a study have found that employees who have greater job security tend to provide better quality service to customers, as they feel more motivated and engaged in their work. While on the other hand, employees with low job security may be likely to engage in behaviors that negatively impact service delivery, such as absenteeism, low morale, and high turnover<sup>128</sup>. This highlights the importance of providing employees with adequate job security in order to improve service delivery and customer satisfaction. Another study found that job security may have a negative effect on service delivery in certain contexts, such as when employees feel that their job security is threatened due to

organizational changes or external economic factors. In addition, the effects of job security on service delivery may vary depending on the type of service provided and the characteristics of the employees. For example, some studies have found that job security is more important for service employees in customer-facing roles, such as customer service representatives, compared to employees in other types of roles.

Moreover, it was found in a study that job security was positively associated with both employee well-being and engagement, which in turn were positively associated with service quality. This suggests that organizations can play a crucial role in facilitating high-quality service delivery by providing employees with adequate job security and support and that job security play a crucial role in facilitating high-quality service delivery.

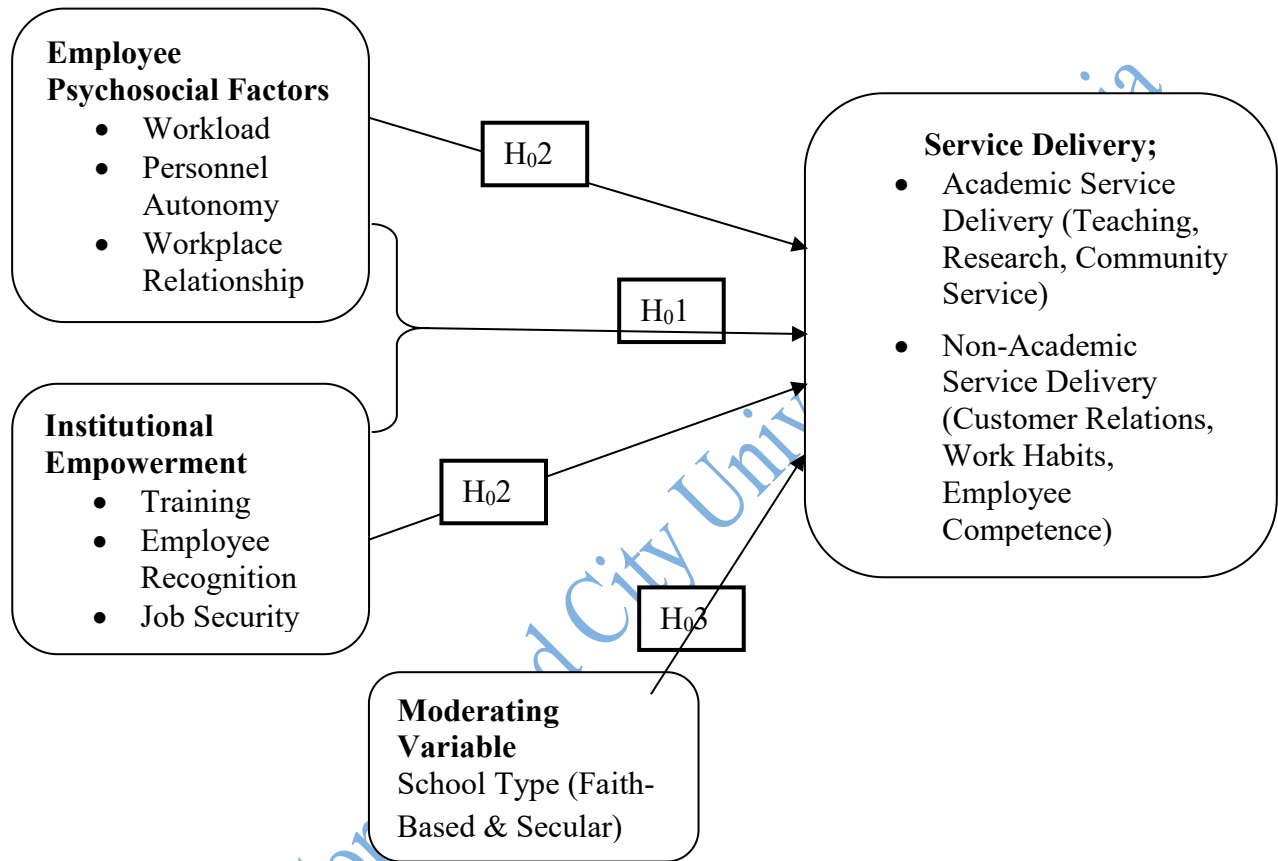
Do Not Copy, Lead City University, Nigeria

## 2.4 Conceptual Model

Figure 2.1: Conceptual Model for the Study

### Independent Variables

### Dependent Variable



Source: Researcher's Study, 2023

The conceptual model presented in figure 2.1 shows the interrelationship and interdependence among employees' psychosocial factors, institutional empowerment and service delivery in private universities. The model shows combined and relative influence of psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment (training, employee recognition, job security) on service delivery of private universities.

Similarly, the model shows that school type can also influence service delivery, employees' psychosocial factors and institutional empowerment.

## **2.5 Summary of Gaps in Literature Reviewed**

This section reviewed several studies which are related to the study, it gave conceptual meaning of variables in the study ranging from service, service delivery, academic service delivery vis a vis; teaching, research, community service. Also, non-academic service delivery consisting customer relations, work habits and employee competence as well as employee psychosocial factors including workload, personnel autonomy, workplace relationship and institutional empowerment which involves training, employee recognition and job security were reviewed.

Moreover, the literature was domiciled within the human capital theory, social exchange theory and a two way dimensional systems theory. The human capital theory gave insight into the resourcefulness, usefulness and value placed on employees as assets to the universities as against the fast depleting resource narrative of a workforce while the exchange theory placed emphasis on the dimension of human interaction, interrelationships or working atmosphere that subsists in the university system as an impetus to influencing employees' service delivery. The modified two way input-output dimension of the systems theory exemplified how the psychological factors and institutional empowerment strategies serve as input resources of producing a qualitative output in form of effective and efficient service delivery to the satisfaction of varying stakeholders and service recipients of the private universities.

Empirical studies reviewed include workload and service delivery, personnel autonomy and service delivery, workplace relationship and service delivery, training and service delivery and employee recognition and service delivery in the university system.

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### **Chapter Three**

#### **Methodology**

This chapter presents the strategies and procedures used to accomplish the aim and objectives of the study. The chapter was presented in the accompanying subheadings: research design, population of the study, sample and sampling techniques, instrument for data collection, validity and reliability of the instrument, method of data collection, and methods of data analysis.

### **3.1 Research Design**

This study adopted a descriptive research design. This research design strategy employs the most common method of gathering information from a representative population in order to deliver a result that can be applied to the entire population.

Moreover, since all members of staff in all private universities in Southwest, Nigeria cannot be reached because of the huge population, the study was carried out using staff from selected private universities in the Southwestern states of Nigeria with the aim of acquiring an outcome that could be summed up to the whole population.

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

The population of the study consists 8,111 personnel (academic and non-academic staff) of 37 private universities in the Six (6) Southwestern states of Nigeria<sup>1</sup>. The statistics was presented in the Table 3.1

**Table 3.1: Population of the Study; 8,111 Private Universities' Personnel in Southwest, Nigeria**

S/N	University	Classification	State	Year Est.	Non Academic Staff	Academic Staff
1	Babcock University	Faith Based	Ogun	1999	151	560
2	Covenant University	Faith Based	Ogun	2002	196	467
3	Redeemers University	Faith Based	Ogun	2005	32	153
4	Crawford University	Faith Based	Ogun	2005	52	82
5	Crescent University	Faith Based	Ogun	2005	30	94
6	McPherson University	Faith Based	Ogun	2012	51	69
7	Mountain Top University	Faith Based	Ogun	2015	77	238
8	Joseph Ayo Babalola University	Faith Based	Osun	2006	97	204
9	Kings University	Faith Based	Osun	2015	33	84
10	Bowen University	Faith Based	Osun	2001	136	417
11	Fountain University	Faith Based	Osun	2007	12	76
12	Wesley University of Science & Tech.	Faith Based	Ondo	2007	-	173
13	Augustine University	Faith Based	Lagos	2015	22	-
14	Anchor University	Faith Based	Lagos	2016	35	119
15	Ajayi Crowther University	Faith Based	Oyo	2005	78	223
16	Dominican University	Faith Based	Oyo	2016	24	70
17	Precious Cornerstone University	Faith Based	Oyo	2017	26	46
18	Dominion University	Faith Based	Oyo	2019	16	47
*19	Lead City University	Secular	Oyo	2005	392	338
20	KolaDaisi University	Secular	Oyo	2016	97	98
21	Atiba University	Secular	Oyo	2017	42	64
22	Caleb University	Secular	Lagos	2007	-	-
23	Pan-Atlantic University	Secular	Lagos	2002	719	150
24	EKO University of Medical and Health Sciences	Secular	Lagos	2017	05	30
25	Southwestern University	Secular	Lagos	2012	-	-
26	James Hope University	Secular	Lagos	2021	-	-
27	Achievers University	Secular	Ondo	2007	50	133
28	Elizade University	Secular	Ondo	2012	32	157

29	Afe babalola University	Secular	Ekiti	2009	254	509
30	Oduduwa University	Secular	Osun	2009	-	-
31	Adeleke University	Secular	Osun	2011	81	157
32	Westland University	Secular	Osun	2019	-	-
33	Hallmark University	Secular	Ogun	2015	61	77
34	Chrisland University	Secular	Ogun	2015	32	93
35	Christopher University	Secular	Ogun	2015	21	75
36	Bells University of Technology	Secular	Ogun	2005	38	205
37	Trinity University, Laloko	Secular	Ogun	2019	4	7
	<b>Total</b>				<b>2,896</b>	<b>5,215</b>

Source<sup>1</sup>

### 3.3 Sample and Sampling Technique

Multi-stage sampling procedure was used to select sample for this study. Firstly, the entire population was stratified into 6 Strata of Southwestern states namely; Ekiti, Lagos, Ogun, Ondo, Osun and Oyo.

Secondly, the universities in each strata was totally enumerated into faith-based and secular dimensions across private universities in Southwest Nigeria.

Thirdly, inclusion and exclusion conditions was adopted whereby southwestern private universities of minimum of ten years old and states having both secular and faith-based private universities were randomly considered for fair inclusiveness. However, universities without complete data of academic and non-academic staff were expunged. Hence, Wesley University of Science & Technology and Oduduwa University were removed. Also, the oldest one faith based and one secular university was picked from each state on simple random basis.

Furthermore, Slovin's equation;  $n = N/(1+Ne^2)$ , where n is the sample size, N is the population size, and e is the degree of freedom (0.05) was used to decide sample size in every one of the selected schools<sup>2</sup>. Then, the number of academic staff and non-academic staff to sample in each school was proportionate to population size. This gave an aggregate of one thousand, four hundred and thirty four (1,434) respondents sampled for the study. This process was presented in table 3.2.

**Table 3.2: List of Sampled Schools, Number of Staff and Number of Sampled Staff**

State	Year Est.	Sampled Universities	Category	No. of NAS	No. of AS	No. of Staff Sample		
						NAS	AS	Total
Ogun	1999	Crescent University	Faith Based	30	94	28	76	104
	2005	Bells University of Technology	Secular Faith Based	38	205	34	136	170
Osun	2001	Bowen University	Faith Based	136	417	102	204	306
	2011	Adeleke University	Secular Faith Based	81	157	67	113	180
Oyo	2005	Ajayi Crowther University	Faith Based	78	223	65	143	208
	2005	Lead City University	Secular	392	338	198	183	381
<b>Total</b>				<b>755</b>	<b>1,434</b>	<b>494</b>	<b>855</b>	<b>1349</b>

NAS – Non Academic Staff  
AS – Academic Staff

**Source<sup>1</sup>**

Moreover, all the Human Resources Heads of the sampled private universities will be involved in the study using intact sampling technique through key informant interview.

### **3.4 Description of Research Instruments**

The research instruments used for this study were two self-designed four likert scale questionnaires and key informant interview schedule. The questionnaires are titled “**Lecturer Questionnaire (LQ) and Administrator Questionnaire (AQ)**”. Each of the questionnaires was in four sections ‘A’ ‘B’, ‘C’ and ‘D’. Section A comprises items which seek personal information about the participants. Section B comprises items structured on the dependent variable; service delivery (academic and non-academic) while sections C and D comprise items on psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment strategies (training, employee recognition, job security).

The four likert scale ratings used was Always (AL) – 4points, Often (O) – 3points, Rarely (R) – 2points and Never (N) – 1point.

The key informant interview comprises well structured questions on status of employees’ psychosocial factors and institutional empowerment in relation to overall service delivery in the sampled private universities.

### **3.5 Validity of the Research Instruments**

Experts in the field of Measurement and Evaluation in the Faculty of Education, Lead City University, Ibadan as well as the researcher’s supervisor examined the face and content validity of the instruments by vetting the items structuring, adequacy and content. Their pieces of advice and constructive suggestions were very useful in the production of the final draft of the instruments.

### **3.6 Reliability of the Research Instruments**

An instrument is reliable if it consistently measures what it is designed to measure at different times under the same circumstances or prevailing conditions. The reliability of the instruments were determined by conducting a pilot study through administration of sample questionnaire to a group of 50 academic and 50 non-academic staff in Afe Babalola university, Ekiti State which is not part of the sampled universities. Result was analyzed and cronbach's alpha coefficient  $r = 0.83$  was obtained. Based on this score, the instrument was adjudged to be reliable.

### **3.7 Method of Data Collection**

The researcher administered the instruments with the help of six trained research assistants who are employees in the sampled universities. This was done to ensure that the instruments were attended to by the actual respondents and to reduce missing data or data mortality to the minimum and the effect was evident with the return rate of 97%.

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

The biographical information of the participants was presented with tables and simple percentages, while responses to the items in the research instruments were scored and coded by the researcher to ensure correctness. Also, the data collected were analysed using frequency and percentages and for the research questions, inferential statistics of Multiple Regression analysis was used to test hypotheses 1 and 2 while t-test was used to test hypotheses 3. All results were presented in tables and graphs.

### **Endnotes**

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## **Chapter Four**

### **Results and Discussion of Findings**

The analysis and interpretation as well as discussion of findings based on data collected from the field through the administration of research instruments were presented in this chapter. The data were analyzed using descriptive and inferential statistics at 0.05 level of significance. This chapter was presented in the following subsections:

- 4.1 Presentation of Results on Demographic Information of Respondents
- 4.2 Presentation of Results on Research Questions
- 4.3 Test of Hypotheses
- 4.4 Discussion of Findings

**Table 4.1 Gender Distribution of Non-Academics**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	242	52.2
Female	222	47.8
<b>Total</b>	<b>464</b>	<b>100.0</b>

Source, Field survey 2023

Table 4.1 presents the gender distribution among non-academic staff members in private universities in Southwest Nigeria. The table provides information on the frequency and percentage of male and female employees. The data in Table 4.1 shows that out of a total of 464 non-academic staff members surveyed, 242 (52.2%) were male, while 222 (47.8%) were female. This indicates that there is a slightly higher representation of male employees compared to female employees among non-academic staff in private universities in Southwest Nigeria. However, the higher representation of male employees (non-academics) suggests a gender

imbalance within the non-academic staff in private universities in Southwest Nigeria. This could raise concerns about gender equality and opportunities for women in these institutions.

**Table 4.2 Age Distribution of Non-Academics**

<b>Age Distribution</b>	<b>Frequency</b>	<b>Percent</b>
Less than 30 years	112	24.1
31-40 years	164	35.3
31-50 years	153	33.0
51 years Above	35	7.5
<b>Total</b>	<b>464</b>	<b>100.0</b>

Source, Field survey 2023

Table 4.2 presents the age distribution of non-academic staff members in private universities in Southwest Nigeria. The data reveals the frequency and percentage of employees in different age groups. Among the surveyed non-academic staff members, the age distribution varied as follows: 24.1% of employees were less than 30 years old, 35.3% were in the age range of 31-40 years, 33.0% fell within the 41-50 years age bracket, and 7.5% were 51 years and above. These findings indicate that the largest proportion of non-academic staff members belonged to the age group of 31-40 years, followed by the 41-50 years age group. Comparatively, the age groups of less than 30 years and 51 years and above had smaller representation. With a larger proportion of non-academic staff members in the 31-40 years and 41-50 years age groups, it becomes important for private universities in Southwest Nigeria to consider strategies for knowledge transfer, career progression, and succession planning to ensure continuity and effective transitions as older employees retire or move into different roles.

**Table 4.3 Years of Working Experience of Non-Academics**

<b>Working Experience</b>	<b>Frequency</b>	<b>Percent</b>
Less than 10 years	246	53.0
11-20 years	159	34.3

21-30 years	44	9.5
Above 30 years	15	3.2
<b>Total</b>	<b>464</b>	<b>100.0</b>

Source, Field survey 2023

Table 4.3 displays the distribution of years of working experience among non-academic staff members in private universities located in Southwest Nigeria. The table presents the frequency and percentage of employees in different experience categories. The data in Table 4.3 reveals that out of the total 464 non-academic staff members surveyed, their years of working experience can be categorized as follows: Less than 10 years: A substantial portion of the staff, comprising 246 individuals, accounts for 53.0% of the total. 11-20 years: The second-largest group consists of 159 employees, representing 34.3% of the total. 21-30 years: A smaller proportion of the staff, consisting of 44 individuals, makes up 9.5% of the total. Above 30 years: The group with the most extensive experience comprises only 15 employees, making up 3.2% of the total. These findings suggest that the majority of non-academic staff members in private universities in Southwest Nigeria have less than 10 years of working experience. The second-largest group consists of employees with 11-20 years of experience, while relatively fewer employees have 21-30 years or more than 30 years of experience. The majority of non-academic staff members (53.0%) have less than 10 years of working experience, indicating a relatively young workforce. This suggests that private universities in Southwest Nigeria have been hiring a significant number of employees in recent years.

**Table 4.4 Average Number of People Non-Academic attends to Per Day**

<b>Average Number of people Non-Academic</b>	<b>Frequency</b>	<b>Percent</b>
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Below 10 people	21	4.5
11-20 people	33	7.1
21-30 people	88	19.0
31-50 people	187	40.3
Above 50 people	135	29.1
<b>Total</b>	<b>464</b>	<b>100.0</b>

Source, Field survey 2023

Table 4.4 presents the average number of people that non-academic staff members attend to per day in private universities in Southwest Nigeria. The table includes the frequency and valid percentage of staff members based on the number of people they interact with. According to the data in Table 4.4, the distribution of non-academic staff members based on the average number of people they attend to per day is as follows: Below 10 people: 21 staff members, accounting for 4.5% of the total. 11-20 people: 33 staff members, representing 7.1% of the total. 21-30 people: 88 staff members, comprising 19.0% of the total. 31-50 people: 187 staff members, making up 40.3% of the total. Above 50 people: 135 staff members, constituting 29.1% of the total. These findings indicate that the majority of non-academic staff members attend to a significant number of people per day, with 40.3% of staff members attending to 31-50 people. Additionally, a considerable portion, 29.1%, attends to above 50 people per day. A smaller percentage of staff members attend to fewer than 10 people or between 11-20 people per day.

The distribution of staff members based on the average number of people they attend to per day reflects the workload and responsibilities of non-academic staff. A significant proportion of staff members (40.3%) attends to a moderate range of 31-50 people per day, indicating a considerable workload and interaction with students, faculty, and other individuals.

**Table 4.5 How Often Non-Academic get Promotion from their Universities**

Promotion	Frequency	Percent
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Every 3 years	205	44.2
Every 5 years	48	10.3
Every 7 years	12	2.6
Not Specific	199	42.9
<b>Total</b>	<b>464</b>	<b>100.0</b>

Source, Field survey 2023

Table 4.5 presents the frequency and percentage of non-academic staff members in private universities in Southwest Nigeria regarding the frequency of promotions they receive from their respective universities. Based on the data in Table 4.5, the distribution of non-academic staff members with respect to the frequency of promotions is as follows: Every 3 years: A significant portion of staff members, amounting to 205 individuals, represents 44.2% of the total. Every 5 years: A smaller proportion of staff members, comprising 48 individuals, accounts for 10.3% of the total. Every 7 years: A mere 12 individuals, representing 2.6% of the total, receive promotions every 7 years. Not specific: A considerable number of staff members, totaling 199 individuals, make up 42.9% of the total, indicating that the promotion frequency is not explicitly specified. These findings suggest that a significant percentage of non-academic staff members in private universities in Southwest Nigeria receive promotions every 3 years, which accounts for 44.2% of the total. Additionally, smaller proportions receive promotions every 5 years (10.3%) or every 7 years (2.6%). A substantial number of staff members (42.9%) do not have a specified promotion frequency.

The distribution of non-academic staff members based on the frequency of promotions suggests variations in promotion policies and practices within private universities. The majority of non-academic staff members (44.2%) receive promotions every 3 years, indicating a relatively frequent promotion cycle. However, a significant number of staff members (42.9%) do not have

a specified promotion frequency, which may imply a lack of clear and consistent promotion policies.

**Table 4.6 Gender of Academic Staff**

<b>Gender of Academic Staff</b>	<b>Frequency</b>	<b>Percent</b>
Male	511	60.3
Female	336	39.7
Total	847	100.0

Source, Field survey 2023

Table 4.6 provides information on the gender distribution among academic staff in private universities in Southwest Nigeria. The table presents the frequency and percentage of male and female academic staff members. According to the data in Table 4.6, out of a total of 847 academic staff members surveyed: Male: 511 staff members, accounting for 60.3% of the total. Female: 336 staff members, representing 39.7% of the total. These findings indicate that there is a higher representation of male academic staff members compared to female staff members in private universities in Southwest Nigeria.

The data indicates a gender imbalance in the representation of academic staff members, with a higher percentage of male staff (60.3%) compared to female staff (39.7%). This suggests that there is underrepresentation of women in academic roles within private universities in Southwest Nigeria. The gender imbalance among academic staff members can impact the diversity of perspectives within private universities. Having a balanced representation of both genders contributes to a more inclusive and comprehensive academic environment, fostering creativity, innovation, and a broader range of research interests. This highlights the need for concerted efforts to address the gender imbalance and promote gender equality in academia. Creating an inclusive and supportive environment that encourages the participation and advancement of

female academics is essential for fostering diversity, innovation, and excellence in higher education institutions.

**Table 4.7 Age Distribution of Academic Staff**

<b>Age Distribution of Academic Staff</b>	<b>Frequency</b>	<b>Percent</b>
Less than 30 years	56	6.6
31-40 years	192	22.7
41-50 years	396	46.8
Above 50 years	203	24.0
Total	847	100.0

Source, Field survey 2023

Table 4.7 displays the age distribution among academic staff members in private universities in Southwest Nigeria. The table provides information on the frequency and percentage of staff members in different age groups. Based on the data in Table 4.7, out of the total 847 academic staff members surveyed, the age distribution is as follows: Less than 30 years: 56 staff members, accounting for 6.6% of the total. 31-40 years: 192 staff members, representing 22.7% of the total. 41-50 years: 396 staff members, comprising 46.8% of the total. Above 50 years: 203 staff members, making up 24.0% of the total. These findings reveal that the majority of academic staff members in private universities in Southwest Nigeria fall within the age range of 41-50 years, followed by the age group of above 50 years. Comparatively, the age groups of less than 30 years and 31-40 years have smaller representation.

The higher representation of staff members in the age groups of 41-50 years and above 50 years suggests that private universities benefit from the experience and expertise of senior academics. These staff members bring years of knowledge, research experience, and teaching proficiency to the institutions. However, the significant representation of staff members in the age group of 41-

50 years highlights the importance of succession planning. As these individuals approach retirement age, it becomes crucial for private universities in Southwest Nigeria to identify and develop the next generation of academics to ensure continuity and a smooth transition of knowledge and leadership. On the other hand, the lower representation of staff members in the age groups of less than 30 years (6.6%) and 31-40 years (22.7%) may suggest challenges in recruiting and retaining younger academics. Institutions may need to focus on attracting and nurturing talent in these age groups to ensure a balanced representation across different career stages.

**Table 4.8 Years of Lecturing Experience**

<b>Years of Lecturing Experience</b>	<b>Frequency</b>	<b>Percent</b>
Less than 10 years	248	29.3
11-20 years	466	55.0
21-30 years	112	13.2
Above 30 years	21	2.5
<b>Total</b>	<b>847</b>	<b>100.0</b>

Source, Field survey 2023

Table 4.8 presents the distribution of years of lecturing experience among academic staff members in private universities in Southwest Nigeria. The table provides the frequency and percentage of staff members in different experience categories. According to the data in Table 4.8, out of the total 847 academic staff members surveyed, the distribution of lecturing experience is as follows: Less than 10 years: 248 staff members, accounting for 29.3% of the total. 11-20 years: 466 staff members, representing 55.0% of the total. 21-30 years: 112 staff members, comprising 13.2% of the total. Above 30 years: 21 staff members, making up 2.5% of the total. These findings indicate that the majority of academic staff members in private universities in Southwest Nigeria have 11-20 years of lecturing experience, which accounts for

55.0% of the total. Additionally, a substantial proportion of staff members have less than 10 years of experience (29.3%), while a smaller percentage has 21-30 years (13.2%) or above 30 years (2.5%) of lecturing experience.

**Table 4.9 Status of Academic Staff Respondents**

<b>Status of Academic Staff</b>	<b>Frequency</b>	<b>Percent</b>
Assistant Lecturer	52	6.1
Lecturer II	90	10.6
Lecturer I	190	22.4
Senior Lecturer	286	33.7
Associate Professor/Reader	123	14.5
Professor	106	12.5
<b>Total</b>	<b>847</b>	<b>100.0</b>

Source, Field survey 2023

Table 4.9 presents the distribution of the status of academic staff respondents in private universities in Southwest Nigeria. The table provides information on the frequency and percentage of staff members in different status categories. Based on the updated data in Table 4.9, out of the total 847 academic staff members surveyed, the distribution of academic staff status is as follows: Assistant Lecturer: 52 staff members, accounting for 6.1% of the total. Lecturer II: 90 staff members, representing 10.6% of the total. Lecturer I: 190 staff members, comprising 22.4% of the total. Senior Lecturer: 286 staff members, accounting for 33.7% of the total. Associate Professor/Reader: 123 staff members, representing 14.5% of the total. Professor: 106 staff members, comprising 12.5% of the total. These findings indicate that the academic staff in private universities in Southwest Nigeria have diverse statuses. The largest group is the Senior Lecturers, accounting for 33.7% of the total. The other significant groups are Lecturer I (22.4%), Associate Professors/Readers (14.5%), and Lecturer II (10.6%). The remaining staff members are distributed across the status categories of Assistant Lecturer (6.1%) and Professors (12.5%).

**Table 4.10 Average Number of Courses Taught by Academic Staff Per Semester**

Average Number of Courses Taught		Frequency	Percent
Valid	Below 5 courses	448	52.9
	6-10 courses	315	37.2
	11-15 courses	70	8.3
	16-20 courses	7	0.8
	Above 20 courses	7	0.8
<b>Total</b>		<b>847</b>	<b>100.0</b>

Source, Field survey 2023

Table 4.10 presents the distribution of the average number of courses taught by academic staff per semester in private universities in Southwest Nigeria. The table provides information on the frequency and percentage of staff members in different course load categories. Based on the data in Table 4.10, out of the total 847 academic staff members surveyed, the distribution of the average number of courses taught per semester is as follows: Below 5 courses: 448 staff members, accounting for 52.9% of the total. 6-10 courses: 315 staff members, representing 37.2% of the total. 11-15 courses: 70 staff members, comprising 8.3% of the total. 16-20 courses: 7 staff members, accounting for 0.8% of the total. Above 20 courses: 7 staff members, representing 0.8% of the total. These findings indicate that the majority of academic staff members in private universities in Southwest Nigeria teach below 5 courses per semester, accounting for 52.9% of the total. Additionally, a significant proportion of staff members teach in the range of 6-10 courses (37.2%), while smaller percentages teach 11-15 courses (8.3%), 16-20 courses (0.8%), or above 20 courses (0.8%).

**Table 4.11 Average Number of Students Academic Staff Teaches Per course**

Average Number of Students	Frequency	Percent
Below 5 students	96	11.3
6-10 students	120	14.2
11-20 Students	316	37.3

21-40 Students	175	20.7
Above 40 Students	140	16.5
<b>Total</b>	<b>847</b>	<b>100.0</b>

Source, Field survey 2023

Table 4.11 presents the distribution of the average number of students taught by academic staff per course in private universities in Southwest Nigeria. The table provides information on the frequency and percentage of staff members in different student load categories. Based on the data in Table 4.11, out of the total 847 academic staff members surveyed, the distribution of the average number of students taught per course is as follows: Below 5 students: 96 staff members, accounting for 11.3% of the total. 6-10 students: 120 staff members, representing 14.2% of the total. 11-20 students: 316 staff members, comprising 37.3% of the total. 21-40 students: 175 staff members, accounting for 20.7% of the total. Above 40 students: 140 staff members, representing 16.5% of the total. These findings indicate that the distribution of the average number of students taught per course by academic staff in private universities in Southwest Nigeria varies. The highest proportion of staff members (37.3%) teaches in the range of 11-20 students per course. Additionally, there are staff members who teach below 5 students (11.3%), 6-10 students (14.2%), 21-40 students (20.7%), or above 40 students (16.5%) per course.

**Table 4.12 Level of Students Taught by Academic Staff in a Semester**

Level of Students Taught in a Semester	Frequency	Percent
100 Level	80	9.4

200 Level	104	12.3
300 Level	112	13.2
400 Level and Above	64	7.6
Mixed (Postgraduate Inclusive)	487	57.5
<b>Total</b>	<b>847</b>	<b>100.0</b>

Source, Field survey 2023

Table 4.12 presents the distribution of the level of students taught by academic staff in a semester in private universities in Southwest Nigeria. The table provides information on the frequency and percentage of staff members teaching students at different levels. Based on the data in Table 4.12, out of the total 847 academic staff members surveyed, the distribution of the level of students taught in a semester is as follows: 100 Level: 80 staff members, accounting for 9.4% of the total. 200 Level: 104 staff members, representing 12.3% of the total. 300 Level: 112 staff members, comprising 13.2% of the total. 400 Level and Above: 64 staff members, accounting for 7.6% of the total. Mixed (Postgraduate Inclusive): 487 staff members, representing 57.5% of the total. These findings indicate that the majority of academic staff members in private universities in Southwest Nigeria teach a mixed level of students, including postgraduate students, accounting for 57.5% of the total. Additionally, there are staff members who primarily teach students at the 100 Level (9.4%), 200 Level (12.3%), 300 Level (13.2%), or 400 Level and above (7.6%) in a semester.

**Table 4.13 Number of International Publication of Academic Staff**

<b>Number of International Publication</b>	<b>Frequency</b>	<b>Percent</b>
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Below 10 publications	320	37.8
11-20 publications	401	47.3
21-30 publications	84	9.9
Above 30 publications	42	5.0
<b>Total</b>	<b>847</b>	<b>100.0</b>

Source, Field survey 2023

Table 4.13 presents the distribution of the number of international publications by academic staff in private universities in Southwest Nigeria. The table provides information on the frequency and percentage of staff members based on their publication records. Based on the data in Table 4.13, out of the total 847 academic staff members surveyed, the distribution of the number of international publications is as follows: Below 10 publications: 320 staff members, accounting for 37.8% of the total. 11-20 publications: 401 staff members, representing 47.3% of the total. 21-30 publications: 84 staff members, comprising 9.9% of the total. Above 30 publications: 42 staff members, accounting for 5.0% of the total. These findings indicate that the majority of academic staff members in private universities in Southwest Nigeria have published below 10 international publications, which accounts for 37.8% of the total. Additionally, a significant proportion of staff members have published 11-20 international publications (47.3%), while a smaller percentage have published 21-30 publications (9.9%) or above 30 publications (5.0%).

**Table 4.14**      **Number of Local Publications**

<b>Number of Local Publications</b>	<b>Frequency</b>	<b>Percent</b>
Below 10 publications	560	66.1
11-20 publications	231	27.3
21-30 publications	56	6.6
<b>Total</b>	<b>847</b>	<b>100.0</b>

Source, Field survey 2023

Table 4.14 presents the distribution of the number of local publications by academic staff in private universities in Southwest Nigeria. The table provides information on the frequency and

percentage of staff members based on their publication records. Based on the data in Table 4.14, out of the total 847 academic staff members surveyed, the distribution of the number of local publications is as follows: Below 10 publications: 560 staff members, accounting for 66.1% of the total. 11-20 publications: 231 staff members, representing 27.3% of the total. 21-30 publications: 56 staff members, comprising 6.6% of the total. These findings indicate that the majority of academic staff members in private universities in Southwest Nigeria have published below 10 local publications, which accounts for 66.1% of the total. Additionally, a significant proportion of staff members have published 11-20 local publications (27.3%), while a smaller percentage have published 21-30 publications (6.6%).

**Table 4.15 How often Employee gets Promotion in your University**

Promotion	Frequency	Percent
Every 3 years	432	51.0
Every 5 years	100	11.8
Not Specific	315	37.2
<b>Total</b>	<b>847</b>	<b>100.0</b>

Source, Field survey 2023

Table 4.15 presents information on the frequency of promotions received by employees in your university. The table provides the frequency and percentage of employees based on their promotion frequency. Based on the data in Table 4.15, out of the total 847 employees surveyed, the distribution of promotion frequency is as follows: Every 3 years: 432 employees, accounting for 51.0% of the total. Every 5 years: 100 employees, representing 11.8% of the total. Not specific: 315 employees, comprising 37.2% of the total. These findings indicate that a significant proportion of employees in your university receive promotions every 3 years, accounting for 51.0% of the total. A smaller percentage of employees receive promotions every 5 years (11.8%), while a considerable number of employees do not have a specified promotion frequency (37.2%).

## 4.2 Analysis of Research Questions

**Research Question One:** What is the level of academic service delivery (teaching, research, community service) in private universities in Southwest, Nigeria?

Do Not Copy, Lead City University, Nigeria

**Table 4.16** Level of Service Delivery (Teaching, Research, Community Service) of Academic Staff in Private Universities in Southwest, Nigeria

S/N	How often do you; OR Do you;	Always (4)	Often (3)	Rarely (2)	Never (1)	$\bar{x}$	Std
1.	Make use of relevant instructional materials during your	304	487	56	00	3.29	0.583

	classes/lectures for students' active learning	(35.9%)	(57.9%)	(6.6%)			
2.	Finish every course syllabus with students before semester examinations	518 (61.2%)	322 (38.0%)	07 (0.8%)	00	3.60	0.506
.3.	Make yourself available to students for resolution of their academic challenges	581 (68.6%)	266 (31.4%)	00	00	3.69	0.464
4.	Supervise students research works to ensure quality	630 (74.4%)	196 (23.1%)	21 (2.5%)	00	3.72	0.502
5.	Work with students to identify societal problems and conduct research to proffer solutions	553 (65.3%)	273 (32.2%)	21 (2.5%)	00	3.63	0.532
6.	Engage host community dwellers of your university on issues needing professional advice and other support	224 (26.4%)	392 (46.3%)	224 (26.4%)	07 (0.8%)	2.98	0.750
7.	Participate in enlightenment programmes for societal development	320 (37.8%)	366 (43.2%)	154 (18.2%)	07 (0.8%)	3.18	0.749
8.	Take part in electoral process supervision of the society	200 (23.6%)	381 (45.0%)	238 (28.1%)	28 (3.3%)	2.89	0.799
<b>Weighted Mean/Std</b>						<b>3.37</b>	<b>0.611</b>

**Source;** Field survey, 2023

**Threshold;** Mean < 1.50 is low, 1.50 – 3.00 is Moderate and > 3.00 is high

Table 4.16 presents the frequency, percentages, mean, and standard deviation for each statement/item formulated to answer research question one about the level of service delivery (teaching, research, community service) of academic staff in private universities in Southwest Nigeria. For the first statement on making use of relevant instructional materials during classes/lectures for students' active learning, the results indicate that 35.9% responded "Always,"

57.9% responded "Often," 6.6% responded "Rarely," and 0% responded "Never." The mean for this statement is 3.29 with a standard deviation of 0.583. Regarding the second statement, which addresses finishing every course syllabus with students before semester examinations, the findings show that 61.2% responded "Always," 38.0% responded "Often," 0.8% responded "Rarely," and 0% responded "Never." The mean for this statement is 3.60 with a standard deviation of 0.506. The third statement focuses on the availability of professors to students for the resolution of their academic challenges. The data reveals that 68.6% responded "Always," 31.4% responded "Often," and 0% responded "Rarely" or "Never." The mean for this statement is 3.69 with a standard deviation of 0.464. Regarding the fourth statement, which pertains to supervising students' research works to ensure quality, the results indicate that 74.4% responded "Always," 23.1% responded "Often," 2.5% responded "Rarely," and 0% responded "Never." The mean for this statement is 3.72 with a standard deviation of 0.502. The fifth statement addresses working with students to identify societal problems and conduct research to provide solutions. The findings show that 65.3% responded "Always," 32.2% responded "Often," 2.5% responded "Rarely," and 0% responded "Never." The mean for this statement is 3.63 with a standard deviation of 0.532. For the sixth statement, which focuses on engaging with the host community on issues requiring professional advice and other support, the results indicate that 26.4% responded "Always," 46.3% responded "Often," 26.4% responded "Rarely," and 0.8% responded "Never." The mean for this statement is 2.98 with a standard deviation of 0.750. The seventh statement pertains to participating in enlightenment programs for societal development. The data shows that 37.8% responded "Always," 43.2% responded "Often," 18.2% responded "Rarely," and 0.8% responded "Never." The mean for this statement is 3.18 with a standard deviation of

0.749. Regarding the eighth statement, which concerns taking part in the electoral process supervision of society, the results indicate that 23.6% responded "Always," 45.0% responded "Often," 28.1% responded "Rarely," and 3.3% responded "Never." The mean for this statement is 2.89 with a standard deviation of 0.799. The weighted mean and standard deviation for all the statements are calculated as follows: The weighted mean is 3.37, and the weighted standard deviation is 0.611.

Based on the provided data and the decision-making threshold, an analysis of the level of service delivery (teaching, research, community service) in private universities in Southwest Nigeria can be concluded as follows. For the first statement on the utilization of instructional materials, the mean of 3.29 indicates a high level of service delivery. Regarding the second statement, which relates to completing course syllabi, the mean of 3.60 suggests a high level of service delivery. The third statement, which addresses availability to students for resolving academic challenges, shows a mean of 3.69, indicating a high level of service delivery. For the fourth statement, which pertains to supervising students' research works, the mean of 3.72 suggests a high level of service delivery. The fifth statement, focusing on working with students to identify societal problems and conduct research, has a mean of 3.63, indicating a high level of service delivery. In contrast, the sixth statement, which concerns engaging with the host community, shows a mean of 2.98, indicating a moderate level of service delivery. Regarding the seventh statement, which addresses participation in enlightenment programs, the mean of 3.18 suggests a high level of service delivery. Finally, the eighth statement, which relates to involvement in the electoral process supervision, has a mean of 2.89, indicating a moderate level of service delivery. Overall, the level of service delivery in private universities in Southwest Nigeria is generally high (3.37)

especially for most aspects, such as the use of instructional materials, completion of course syllabi, availability to students, research supervision, and societal problem-solving through research. However, there is a moderate level of service delivery when it comes to engaging with the host community and participating in the electoral process supervision. On the average, it can be concluded that service delivery of academic staff in private universities in Southwest Nigeria in terms of teaching, research and community service is high.

Do Not Copy, Lead City University, Nigeria

**Research Question Two:** What is the level of non-academic service delivery (customer relations, work habit, employee competence) in private universities in Southwest, Nigeria?

**Table 4.17** Level of Non-Academic Staff Service Delivery (Customer Relations, Work Habit & Employee Competence)

S/N	I;	Always (4)	Often (3)	Rarely (2)	Never (1)	$\bar{x}$	Std
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1.	respect students and other clients when expressing their opinions by listening raptly without mobile phone or other distractions	357 (76.9%)	107 (23.1%)	00	00	3.77	0.422
2.	communicate clearly with students by ask right questions and giving timely feedback	310 (66.8%)	154 (33.2%)	00	00	3.67	0.471
3.	make all my contacts have lasting memory of my service excellence	393 (84.7%)	66 (14.2%)	5 (1.1%)	00	3.54	0.499
4.	make myself available at my duty post and show care for the needs of students, parents and clients	393 (84.7%)	66 (14.2%)	5 (1.1%)	00	3.84	0.399
5.	maintain daily/weekly report of my achievements and errors	202 (43.5%)	200 (43.1%)	37 (8.0%)	25 (5.4%)	3.25	0.819
6.	engage in private business during official hours to supplement my earnings	80 (17.2%)	62 (13.4%)	126 (27.2%)	196 (42.2%)	2.06	1.116
7.	do anticipate likely issues and report to my superiors before they become problems to the university	272 (58.6%)	177 (38.1%)	15 (3.2%)	00	3.55	0.559
8.	have mastery of my job details and prioritize daily tasks	278 (59.9%)	181 (39.0%)	05 (1.1%)	00	3.59	0.514
9.	adhere to university policies and use initiatives when necessary	378 (81.5%)	81 (17.5%)	05 (1.1%)	00	3.80	0.424
<b>Weighted/Std</b>						<b>3.45</b>	<b>0.580</b>

**Source;** Field survey, 2023

**Threshold;** Mean < 1.50 is low, 1.50 – 3.00 is Moderate and > 3.00 is high

To address research question two, which focuses on the level of non-academic service delivery (customer relations, work habit, employee competence) in private universities in Southwest Nigeria, Table 4.17 provides comprehensive data. The table includes the frequency, percentages, mean, and standard deviation for each statement/item formulated to answer the research question.

Regarding the first statement on respecting students and other clients when expressing their opinions by listening attentively without distractions, the results indicate that 76.9% responded "Always," 23.1% responded "Often," and 0% responded "Rarely" or "Never." The mean for this statement is 3.77 with a standard deviation of 0.422. For the second statement, which pertains to communicating clearly with students by asking the right questions and providing timely feedback, the findings show that 66.8% responded "Always," 33.2% responded "Often," and 0% responded "Rarely" or "Never." The mean for this statement is 3.67 with a standard deviation of 0.471. The third statement focuses on creating a lasting memory of service excellence for all contacts. The data reveals that 84.7% responded "Always," 14.2% responded "Often," and 1.1% responded "Rarely," while 0% responded "Never." The mean for this statement is 3.54 with a standard deviation of 0.499. Regarding the fourth statement, which addresses making oneself available at the duty post and showing care for the needs of students, parents, and clients, the results indicate that 84.7% responded "Always," 14.2% responded "Often," and 1.1% responded "Rarely," while 0% responded "Never." The mean for this statement is 3.84 with a standard deviation of 0.399. The fifth statement pertains to maintaining daily/weekly reports of achievements and errors. The responses are as follows: 43.5% responded "Always," 43.1% responded "Often," 8.0% responded "Rarely," and 5.4% responded "Never." The mean for this statement is 3.25 with a standard deviation of 0.819. Regarding the sixth statement, which concerns engaging in private business during official hours to supplement earnings, the responses are as follows: 17.2% responded "Always," 13.4% responded "Often," 27.2% responded "Rarely," and 42.2% responded "Never." The mean for this statement is 2.06 with a standard deviation of 1.116. The seventh statement focuses on anticipating likely issues and reporting them to superiors before

they become problems for the university. The responses are as follows: 58.6% responded "Always," 38.1% responded "Often," and 3.2% responded "Rarely," while 0% responded "Never." The mean for this statement is 3.55 with a standard deviation of 0.559. Regarding the eighth statement, which addresses having mastery of job details and prioritizing daily tasks, the responses are as follows: 59.9% responded "Always," 39.0% responded "Often," and 1.1% responded "Rarely," while 0% responded "Never." The mean for this statement is 3.59 with a standard deviation of 0.514. The ninth statement pertains to adhering to university policies and using initiatives when necessary. The responses are as follows: 81.5% responded "Always," 17.5% responded "Often," and 1.1% responded "Rarely," while 0% responded "Never." The mean for this statement is 3.80 with a standard deviation of 0.424. The weighted mean and standard deviation for all the statements are calculated as follows: The weighted mean is 3.45, and the weighted standard deviation is 0.580.

Based on the provided data and the decision-making threshold, the level of non-academic service delivery (customer relations, work habit, employee competence) in private universities in Southwest Nigeria can be concluded as follows. For the first statement on respecting students and other clients, the mean of 3.77 indicates a high level of non-academic service delivery. Regarding the second statement, which relates to clear communication with students, the mean of 3.67 suggests a high level of non-academic service delivery. The third statement, which addresses creating a lasting memory of service excellence, has a mean of 3.54, indicating a high level of non-academic service delivery. For the fourth statement, which pertains to being available at the duty post and showing care for the needs of students, parents, and clients, the mean of 3.84 suggests a high level of non-academic service delivery. The fifth statement,

focusing on maintaining daily/weekly reports, has a mean of 3.25, indicating a moderate level of non-academic service delivery. Regarding the sixth statement, which concerns engaging in private business during official hours, the mean of 2.06 suggests a moderate level of non-academic service delivery. The seventh statement, which addresses anticipating issues and reporting them, has a mean of 3.55, indicating a high level of non-academic service delivery. For the eighth statement, which relates to having mastery of job details and prioritizing tasks, the mean of 3.59 suggests a high level of non-academic service delivery. The ninth statement, which pertains to adhering to university policies and using initiatives, has a mean of 3.80, indicating a high level of non-academic service delivery.

Overall, the level of non-academic service delivery (customer relations, work habit, employee competence) in private universities in Southwest Nigeria is generally high for most aspects, including respecting students and clients, clear communication, creating a lasting memory of service excellence, being available at the duty post, anticipating issues, and adhering to university policies. However, there is a moderate level of service delivery when it comes to maintaining daily/weekly reports, and a low level of service delivery regarding engaging in private business during official hours.

**Research Question Three:** What is the status of employees' psychosocial factors (workload, personnel autonomy, workplace relationship) in private universities in Southwest, Nigeria?

**Table 4.18** Status of Academic Employees' Psychosocial Factors (Workload, Personnel Autonomy, Workplace Relationship) in Private Universities in Southwest, Nigeria

S/N	Workload	Always (4)	Often (3)	Rarely (2)	Never (1)	$\bar{x}$	Std
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1.	Lecturers are scheduled to take an average of five classes daily	88 (10.4%)	176 (20.8%)	443 (52.3%)	140 (16.5%)	2.25	0.853
2.	I engage in other administrative functions such as students' advisory, school projects, committee meetings on daily basis	588 (69.4%)	231 (23.3%)	21 (2.5%)	07 (0.8%)	3.65	0.571
3.	Lecturers must organise make-up classes for students offered admission at different times	320 (37.8%)	149 (17.6%)	336 (39.7%)	42 (5.0%)	2.88	0.980
4.	I teach in multiple programmes in the university (Full-time, part-time, postgraduate, professional certificate etc)	623 (73.6%)	182 (21.5%)	35 (4.1%)	07 (0.8%)	3.68	0.593
<b>Weighted/Std</b>						<b>3.12</b>	<b>0.749</b>

#### Academic Freedom

5.	Lecturers have liberty to research area of interest	658 (77.7%)	133 (15.7%)	49 (5.8%)	07 (0.8%)	3.70	0.612
6.	Staff are allowed to have input in faculty decisions	504 (59.5%)	273 (32.2%)	70 (8.3%)	00	3.51	0.645
7.	Lecturers get punished for fixing classes at convenience as against the faculty time table	96 (11.3%)	112 (13.2%)	338 (39.9%)	301 (35.5%)	2.00	0.971
8.	The University has process to protect teaching personnel against intimidation/molestation on campus or external authority.	567 (66.9%)	224 (26.4%)	42 (5.0%)	14 (1.7%)	3.59	0.664
<b>Weighted/Std</b>						<b>3.20</b>	<b>0.723</b>

#### Workplace Relationship

9.	Staff can easily get work support from colleagues and superiors within the university	630 (74.4%)	175 (20.7%)	42 (5.0%)	00	3.69	0.558
10.	Mentor-mentee relationship is encouraged in my university	490 (57.9%)	329 (38.8%)	21 (2.5%)	07 (0.8%)	3.54	0.590

11.	Difficult job tasks are made simple with workplace friendship	567 (66.9%)	203 (24.0%)	77 (9.1%)	00	3.58	0.653
12.	Workplace relationship increases employees' service delivery in my university	440 (51.9%)	351 (41.4%)	56 (6.6%)	00	3.45	0.617
<b>Weighted/Std</b>						<b>3.57</b>	<b>0.605</b>
<b>Overall Weighted Mean</b>						<b>3.30</b>	<b>0.692</b>

**Source;** Field survey, 2023

**Threshold;** Mean < 1.50 is low, 1.50 – 3.00 is Moderate and > 3.00 is high

The research question three focuses on the status of employees' psychosocial factors, namely workload, personnel autonomy, and workplace relationship in private universities in Southwest Nigeria. Table 4.18 provides data on these factors, including the frequency, percentages, mean, and standard deviation for each statement on academic employees' psychosocial factors, namely workload, personnel autonomy, and workplace relationship in private universities in Southwest Nigeria.

The first statement reveals that 10.4% of respondents indicated lecturers are scheduled to take an average of five classes daily, 20.8% responded "Often," 52.3% responded "Rarely," and 16.5% responded "Never." The mean for this statement is 2.25 with a standard deviation of 0.853. The second statement indicates that 69.4% of respondents engage in other administrative functions such as students' advisory, school projects, and committee meetings on a daily basis. Additionally, 23.3% responded "Often," 2.5% responded "Rarely," and 0.8% responded "Never." The mean for this statement is 3.65 with a standard deviation of 0.571. The third statement highlights the requirement for lecturers to organize make-up classes for students admitted at different times. The responses include 37.8% "Always," 17.6% "Often," 39.7% "Rarely," and

5.0% "Never." The mean for this statement is 2.88 with a standard deviation of 0.980. The fourth statement pertains to teaching in multiple programs in the university, including full-time, part-time, postgraduate, and professional certificate courses. The responses indicate 73.6% "Always," 21.5% "Often," 4.1% "Rarely," and 0.8% "Never." The mean for this statement is 3.68 with a standard deviation of 0.593. The weighted mean and standard deviation for the workload-related statements are calculated as follows: The weighted mean is 3.12, and the weighted standard deviation is 0.749.

The fifth statement reveals that 77.7% of respondents indicated lecturers have the liberty to research their areas of interest. Additionally, 15.7% responded "Often," 5.8% responded "Rarely," and 0.8% responded "Never." The mean for this statement is 3.70 with a standard deviation of 0.612. The sixth statement indicates that 59.5% of respondents agreed that staff are allowed to have input in faculty decisions, while 32.2% responded "Often" and 8.3% responded "Rarely." The mean for this statement is 3.51 with a standard deviation of 0.645. The seventh statement suggests that lecturers can get punished for fixing classes at their convenience rather than following the faculty timetable. The responses include 11.3% "Always," 13.2% "Often," 39.9% "Rarely," and 35.5% "Never." The mean for this statement is 2.00 with a standard deviation of 0.971. The eighth statement addresses the university's process to protect teaching personnel against intimidation or molestation. The responses indicate 66.9% "Always," 26.4% "Often," 5.0% "Rarely," and 1.7% "Never." The mean for this statement is 3.59 with a standard deviation of 0.664. The weighted mean and standard deviation for the academic freedom-related statements are calculated as follows: The weighted mean is 3.20, and the weighted standard deviation is 0.723.

The ninth statement indicates that 74.4% of respondents agreed that staff can easily get work support from colleagues and superiors within the university. Additionally, 20.7% responded "Often," and 5.0% responded "Rarely." The mean for this statement is 3.69 with a standard deviation of 0.558. The tenth statement suggests that a mentor-mentee relationship is encouraged in the university. The responses include 57.9% "Always," 38.8% "Often," 2.5% "Rarely," and 0.8% "Never." The mean for this statement is 3.54 with a standard deviation of 0.590. The eleventh statement reveals that workplace friendship can make difficult job tasks simpler. The responses include 66.9% "Always," 24.0% "Often," and 9.1% "Rarely." The mean for this statement is 3.58 with a standard deviation of 0.653. The twelfth statement suggests that workplace relationship enhances employees' service delivery in the university. The responses include 51.9% "Always," 41.4% "Often," and 6.6% "Rarely." The mean for this statement is 3.45 with a standard deviation of 0.617. The weighted mean and standard deviation for the workplace relationship-related statements are calculated as follows: The weighted mean is 3.57, and the weighted standard deviation is 0.605. The overall weighted mean and standard deviation for all the psychosocial factors (workload, personnel autonomy, workplace relationship) are as follows: The overall weighted mean is 3.30, and the overall weighted standard deviation is 0.692. Based on the provided data and the decision-making threshold, it can be concluded that academic staffs' psychosocial factors in private universities in Southwest Nigeria is high.

**Research Question Three:** What is the status of non-academic employees' psychosocial factors (workload, administrative autonomy and workplace relationship) in private universities in Southwest, Nigeria?

**Table 4.19 Status of Non Academic Staff Psychosocial Factors (Workload, Administrative Autonomy and Workplace Relationship)**

S/N	I;	Always (4)	Often (3)	Rarely (2)	Never (1)	$\bar{x}$	Std
<b>Workload</b>							
1.	work after official closing time	64 (13.8%)	146 (31.5%)	156 (33.6%)	98 (21.1%)	2.38	0.967
2.	have outstanding work at the end of session and do not observe annual leave or get recalled from leave	50 (10.8%)	192 (41.4%)	119 (25.6%)	103 (22.2%)	2.41	0.950
3.	do come to work on weekends and public holidays	60 (12.9%)	88 (19.0%)	189 (40.7%)	127 (27.4%)	2.17	0.976
4.	forget to have breakfasts or go for lunch in order to meet work deadlines	74 (15.9%)	184 (39.7%)	108 (23.3%)	98 (21.1%)	2.50	0.997
<b>Weighted/Std</b>						<b>2.37</b>	<b>0.973</b>
<b>Administrative Autonomy</b>							
5.	I am given considerate authority to take certain decisions	156 (33.6%)	238 (51.3%)	45 (9.7%)	25 (5.4%)	3.13	0.795
6.	I can freely express my self-beliefs and ideals on campus without interference within or outside the university	256 (55.2%)	158 (34.1%)	50 (10.8%)	00	3.44	0.681
7.	I do get punished for using initiative that does not affect university policy negatively	72 (15.5%)	52 (11.2%)	146 (31.5%)	194 (41.8%)	2.00	1.074
8.	I am in charge of my responsibilities and get fair chance to explain reasons for them	258 (55.6%)	161 (34.7%)	30 (6.5%)	15 (3.2%)	3.43	0.754
<b>Weighted/Std</b>						<b>3.00</b>	<b>0.826</b>
<b>Workplace Relationship</b>							
9.	Staff can easily get work support from colleagues and superiors within the university	266 (57.3%)	148 (31.9%)	35 (7.5%)	15 (3.2%)	3.43	0.769

10. Mentor-mentee relationship is encouraged in my university	254 (54.7%)	148 (31.9%)	62 (13.4%)	00	3.41	0.715
11. Difficult job tasks are made simple with workplace friendship	294 (63.4%)	155 (33.4%)	15 (3.2%)	00	3.60	0.552
12. Workplace relationship increases employees' service delivery in my university	324 (69.8%)	130 (28.0%)	10 (2.2%)	00	3.68	0.512
<b>Weighted/Std</b>					<b>3.53</b>	<b>0.637</b>
<b>Overall Weighted/Std</b>					<b>2.97</b>	<b>0.812</b>

**Source;** Field survey, 2023

**Threshold;** Mean < 1.50 is low, 1.50 – 3.00 is Moderate and > 3.00 is high

Research question three focuses on the status of employees' psychosocial factors, including workload, administrative autonomy, and workplace relationship in private universities in Southwest Nigeria. Table 4.19 provides the necessary data for analysis, presenting the frequency, percentages, mean, and standard deviation for each statement on non-academic employees' psychosocial factors, including workload, administrative autonomy, and workplace relationship in private universities in Southwest Nigeria.

The first statement addresses working after official closing time. The responses indicate that 13.8% responded "Always," 31.5% responded "Often," 33.6% responded "Rarely," and 21.1% responded "Never." The mean for this statement is 2.38 with a standard deviation of 0.967. The second statement pertains to having outstanding work at the end of the session and not observing annual leave or getting recalled from leave. The responses include 10.8% "Always," 41.4% "Often," 25.6% "Rarely," and 22.2% "Never." The mean for this statement is 2.41 with a standard deviation of 0.950. The third statement focuses on coming to work on weekends and

public holidays. The responses indicate 12.9% "Always," 19.0% "Often," 40.7% "Rarely," and 27.4% "Never." The mean for this statement is 2.17 with a standard deviation of 0.976. Regarding the fourth statement, which addresses forgetting to have breakfast or go for lunch to meet work deadlines, the responses include 15.9% "Always," 39.7% "Often," 23.3% "Rarely," and 21.1% "Never." The mean for this statement is 2.50 with a standard deviation of 0.997. The weighted mean and standard deviation for the workload-related statements are calculated as follows: The weighted mean is 2.37, and the weighted standard deviation is 0.973.

The fifth statement suggests that 33.6% of respondents indicated they are given considerable authority to make certain decisions, while 51.3% responded "Often," 9.7% responded "Rarely," and 5.4% responded "Never." The mean for this statement is 3.13 with a standard deviation of 0.795. The sixth statement addresses freely expressing self-beliefs and ideals on campus without interference. The responses include 55.2% "Always," 34.1% "Often," and 10.8% "Rarely." The mean for this statement is 3.44 with a standard deviation of 0.681. The seventh statement suggests that employees may face punishment for using initiatives that do not negatively affect university policy. The responses include 15.5% "Always," 11.2% "Often," 31.5% "Rarely," and 41.8% "Never." The mean for this statement is 2.00 with a standard deviation of 1.074. Regarding the eighth statement, which addresses being in charge of responsibilities and having a fair chance to explain reasons for them, the responses include 55.6% "Always," 34.7% "Often," 6.5% "Rarely," and 3.2% "Never." The mean for this statement is 3.43 with a standard deviation of 0.754. The weighted mean and standard deviation for the administrative autonomy-related statements are calculated as follows: The weighted mean is 3.00, and the weighted standard deviation is 0.826.

The ninth statement indicates that 57.3% of respondents agreed that staff can easily get work support from colleagues and superiors within the university. Additionally, 31.9% responded "Often," 7.5% responded "Rarely," and 3.2% responded "Never." The mean for this statement is 3.43 with a standard deviation of 0.769. Regarding the tenth statement, which addresses the encouragement of mentor-mentee relationships, the responses include 54.7% "Always," 31.9% "Often," 13.4% "Rarely," and 0% "Never." The mean for this statement is 3.41 with a standard deviation of 0.715. The eleventh statement suggests that difficult job tasks are made simpler with workplace friendship. The responses include 63.4% "Always," 33.4% "Often," and 3.2% "Rarely." The mean for this statement is 3.60 with a standard deviation of 0.552. Regarding the twelfth statement, which pertains to workplace relationship increasing employees' service delivery, the responses include 69.8% "Always," 28.0% "Often," and 2.2% "Rarely." The mean for this statement is 3.68 with a standard deviation of 0.512. The weighted mean and standard deviation for the workplace relationship-related statements are calculated as follows: The weighted mean is 3.53, and the weighted standard deviation is 0.637. The overall weighted mean and standard deviation for all the psychosocial factors (workload, administrative autonomy, workplace relationship) are as follows: The overall weighted mean is 2.97, and the overall weighted standard deviation is 0.812. Based on the provided data and the decision-making threshold, it can be concluded that the status of non-academic employees' psychosocial factors in private universities in Southwest Nigeria is moderate.

**Research Question Four:** What is the level of institutional empowerment (training, employee recognition, job security) in private universities in Southwest, Nigeria?

**Table 4.20** Level of Academic Staff Institutional Empowerment

S/N	Training	Always (4)	Often (3)	Rarely (2)	Never (1)	$\bar{x}$	Std
1.	Induction and orientation programme is organized for all new employees in my university	112 (13.2%)	40 (4.7%)	485 (57.3%)	210 (24.8%)	2.06	0.906
2.	Staff are scheduled for compulsory annual training	432 (51.0%)	247 (29.2%)	154 (18.2%)	14 (1.7%)	3.30	0.820
3.	Management makes policies encouraging training participation in my university	469 (55.4%)	252 (29.8%)	119 (14.0%)	07 (0.8%)	3.40	0.755
4.	My university is responsible for payment of workshops and seminars attended	384 (45.3%)	351 (41.4%)	77 (9.1%)	35 (4.1%)	3.28	0.795
<b>Weighted/Std</b>						<b>3.01</b>	<b>0.819</b>
<b>Employee Recognition</b>							
5.	University personnel are issued commendation letter for outstanding performance	56 (6.6%)	136 (16.1%)	347 (41.0%)	308 (36.4%)	1.93	0.886
6.	My university do organize end of session awards to celebrate exceptional staff's productivity	64 (7.6%)	128 (15.1%)	340 (40.1%)	315 (37.2%)	1.93	0.906
7.	Special parking space is decorated for staff with high performance in my university	48 (5.7%)	64 (7.6%)	264 (31.2%)	471 (55.6%)	1.63	0.851
8.	Official news bulletin in my university features employee with superior service delivery	40 (4.7%)	96 (11.3%)	354 (41.8%)	357 (42.1%)	1.79	0.824
<b>Weighted/Std</b>						<b>1.82</b>	<b>0.867</b>
<b>Job Security</b>							
9.	Employees are punished or relieved of their duties without fair hearing in my university	32 (3.8%)	48 (5.7%)	176 (20.8%)	591 (69.8%)	1.43	0.766

10.	Job tenure are unsecured as employees can be fired at anytime	08 (0.9%)	152 (17.9%)	393 (46.4%)	294 (34.7%)	1.85	0.737
11.	Confirmation of staff are done as and when due	168 (19.8%)	427 (50.4%)	210 (24.8%)	42 (5.0%)	2.85	0.781
<b>Weighted/Std</b>						<b>2.04</b>	<b>0.761</b>
<b>Overall Weighted/Std</b>						<b>2.29</b>	<b>0.816</b>

**Source;** Field survey, 2023

**Threshold;** Mean < 1.50 is low, 1.50 – 3.00 is Moderate and > 3.00 is high

Research Question Four focuses on the level of institutional empowerment, specifically in terms of training, employee recognition, and job security in private universities in Southwest Nigeria. Table 4.20 provides the data needed for analysis, including the frequency, percentages, mean, and standard deviation for each statement on level of institutional empowerment, specifically in terms of training, employee recognition, and job security of academic staff in private universities in Southwest Nigeria.

The first statement addresses the organization of an induction and orientation programme for all new employees in the university. The responses indicate that 13.2% responded "Always," 4.7% responded "Often," 57.3% responded "Rarely," and 24.8% responded "Never." The mean for this statement is 2.06 with a standard deviation of 0.906. The second statement pertains to staff being scheduled for compulsory annual training. The responses include 51.0% "Always," 29.2% "Often," 18.2% "Rarely," and 1.7% "Never." The mean for this statement is 3.30 with a standard deviation of 0.820. The third statement suggests that management makes policies encouraging training participation in the university. The responses include 55.4% "Always," 29.8% "Often," 14.0% "Rarely," and 0.8% "Never." The mean for this statement is 3.40 with a standard

deviation of 0.755. Regarding the fourth statement, which addresses the responsibility of the university to pay for workshops and seminars attended by staff, the responses include 45.3% "Always," 41.4% "Often," 9.1% "Rarely," and 4.1% "Never." The mean for this statement is 3.28 with a standard deviation of 0.795. The weighted mean and standard deviation for the training-related statements are calculated as follows: The weighted mean is 3.01, and the weighted standard deviation is 0.819.

The fifth statement suggests that university personnel are issued commendation letters for outstanding performance. The responses include 6.6% "Always," 16.1% "Often," 41.0% "Rarely," and 36.4% "Never." The mean for this statement is 1.93 with a standard deviation of 0.886. The sixth statement addresses the organization of end-of-session awards to celebrate exceptional staff productivity. The responses include 7.6% "Always," 15.1% "Often," 40.1% "Rarely," and 37.2% "Never." The mean for this statement is 1.93 with a standard deviation of 0.906. The seventh statement suggests that a special parking space is decorated for staff with high performance in the university. The responses include 5.7% "Always," 7.6% "Often," 31.2% "Rarely," and 55.6% "Never." The mean for this statement is 1.63 with a standard deviation of 0.851. Regarding the eighth statement, which pertains to official news bulletins featuring employees with superior service delivery, the responses include 4.7% "Always," 11.3% "Often," 41.8% "Rarely," and 42.1% "Never." The mean for this statement is 1.79 with a standard deviation of 0.824. The weighted mean and standard deviation for the employee recognition-related statements are calculated as follows: The weighted mean is 1.82, and the weighted standard deviation is 0.867.

The ninth statement indicates that employees may be punished or relieved of their duties without fair hearing in the university. The responses include 3.8% "Always," 5.7% "Often," 20.8% "Rarely," and 69.8% "Never." The mean for this statement is 1.43 with a standard deviation of 0.766. Regarding the tenth statement, which addresses job tenure being unsecured and employees being fired at any time, the responses include 0.9% "Always," 17.9% "Often," 46.4% "Rarely," and 34.7% "Never." The mean for this statement is 1.85 with a standard deviation of 0.737. The eleventh statement suggests that confirmation of staff is done as and when due. The responses include 19.8% "Always," 50.4% "Often," 24.8% "Rarely," and 5.0% "Never." The mean for this statement is 2.85 with a standard deviation of 0.781. The weighted mean and standard deviation for the job security-related statements are calculated as follows: The weighted mean is 2.04, and the weighted standard deviation is 0.761.

The overall weighted mean and standard deviation for all the institutional empowerment factors (training, employee recognition, job security) are as follows: The overall weighted mean is 2.29, and the overall weighted standard deviation is 0.816. Based on the provided data and the decision-making threshold, it can be concluded that the level of institutional empowerment of academic staff in private universities in Southwest Nigeria is moderate.

**Research Question Four:** What is the level of institutional empowerment (training, employee recognition, job security) in private universities in Southwest, Nigeria?

**Table 4.21 Level of Non-Academics Institutional Empowerment**

S/N	Training	Always (4)	Often (3)	Rarely (2)	Never (1)	$\bar{x}$	Std
1.	Induction and orientation programme is organized for all	150	96	188	30	2.79	0.972

	new employees in my university	(32.3%)	(20.7%)	(40.5%)	(6.5%)		
2.	Staff are scheduled for compulsory annual training	138 (29.7%)	271 (58.4%)	35 (7.5%)	20 (4.3%)	3.14	0.727
3.	Management makes policies encouraging training participation in my university	258 (55.6%)	154 (33.2%)	47 (10.1%)	05 (1.1%)	3.43	0.717
4.	My university is responsible for payment of workshops and seminars attended	244 (52.6%)	163 (35.1%)	42 (9.1%)	15 (3.2%)	3.37	0.781
<b>Weighted/Std</b>						<b>3.18</b>	<b>0.799</b>

### Employee Recognition

5.	University personnel are issued commendation letter for outstanding performance	114 (24.6%)	124 (26.7%)	132 (28.4%)	94 (20.3%)	2.56	1.070
6.	My university do organize end of session awards to celebrate exceptional staff's productivity	100 (21.6%)	104 (22.4%)	124 (26.7%)	136 (29.3%)	2.36	1.118
7.	Special parking space is decorated for staff with high performance in my university	74 (15.9%)	44 (9.5%)	68 (14.7%)	278 (59.9%)	1.81	1.140
8.	Official news bulletin in my university features employee with superior service delivery	56 (12.1%)	76 (16.4%)	170 (36.6%)	162 (34.9%)	2.06	0.997
<b>Weighted/Std</b>						<b>2.20</b>	<b>1.081</b>

### Job Security

9.	Employees are punished or relieved of their duties without fair hearing in my university	94 (20.3%)	56 (12.1%)	112 (24.1%)	202 (43.5%)	2.09	1.167
10.	Job tenure are unsecured as employees can be fired at anytime	90 (19.4%)	82 (17.7%)	128 (27.6%)	164 (35.3%)	2.21	1.124
11.	Confirmation of staff are done as and when due	148	210	86	20	3.05	0.822

		(31.9%)	(45.3%)	(18.5%)	(4.3%)		
12.	Any slight misunderstanding between any staff and the proprietor, his family members and friends causes staff disengagement	46 (9.9%)	12 (2.6%)	166 (35.8%)	240 (51.7%)	1.71	0.925
<b>Weighted/Std</b>						<b>2.27</b>	<b>1.009</b>
<b>Overall Weighted/Std</b>						<b>2.55</b>	<b>0.963</b>

**Source;** Field survey, 2023

**Threshold;** Mean < 1.50 is low, 1.50 – 3.00 is Moderate and > 3.00 is high

Research Question Four examines the level of institutional empowerment in private universities in Southwest Nigeria, specifically focusing on training, employee recognition, and job security. Table 4.21 provides the necessary data for analysis, including the frequencies, percentages, means, and standard deviations for each statement on non academic staff level of institutional empowerment in private universities in Southwest Nigeria.

As regards training, the first statement indicates that an induction and orientation program is organized for all new employees in the university. The responses include 32.3% "Always," 20.7% "Often," 40.5% "Rarely," and 6.5% "Never." The mean for this statement is 2.79 with a standard deviation of 0.972. The second statement pertains to staff being scheduled for compulsory annual training. The responses include 29.7% "Always," 58.4% "Often," 7.5% "Rarely," and 4.3% "Never." The mean for this statement is 3.14 with a standard deviation of 0.727. The third statement suggests that management makes policies encouraging training participation in the university. The responses include 55.6% "Always," 33.2% "Often," 10.1% "Rarely," and 1.1% "Never." The mean for this statement is 3.43 with a standard deviation of

0.717. Regarding the fourth statement, which addresses the university's responsibility for paying for workshops and seminars attended by staff, the responses include 52.6% "Always," 35.1% "Often," 9.1% "Rarely," and 3.2% "Never." The mean for this statement is 3.37 with a standard deviation of 0.781. The weighted mean and standard deviation for the training-related statements are calculated as follows: The weighted mean is 3.18, and the weighted standard deviation is 0.799.

For analysis of respondents' opinion on employee recognition, the fifth statement suggests that university personnel are issued commendation letters for outstanding performance. The responses include 24.6% "Always," 26.7% "Often," 28.4% "Rarely," and 20.3% "Never." The mean for this statement is 2.56 with a standard deviation of 1.070. The sixth statement addresses the organization of end-of-session awards to celebrate exceptional staff productivity. The responses include 21.6% "Always," 22.4% "Often," 26.7% "Rarely," and 29.3% "Never." The mean for this statement is 2.36 with a standard deviation of 1.118. The seventh statement suggests that a special parking space is decorated for staff with high performance in the university. The responses include 15.9% "Always," 9.5% "Often," 14.7% "Rarely," and 59.9% "Never." The mean for this statement is 1.81 with a standard deviation of 1.140. Regarding the eighth statement which pertains to official news bulletins featuring employees with superior service delivery, the responses include 12.1% "Always," 16.4% "Often," 36.6% "Rarely," and 34.9% "Never." The mean for this statement is 2.06 with a standard deviation of 0.997. The weighted mean and standard deviation for the employee recognition-related statements are calculated as follows: The weighted mean is 2.20, and the weighted standard deviation is 1.081.

On job security, the ninth statement indicates that employees may be punished or relieved of their duties without fair hearing in the university. The responses include 20.3% "Always," 12.1% "Often," 24.1% "Rarely," and 43.5% "Never." The mean for this statement is 2.09 with a standard deviation of 1.167. Regarding the tenth statement, which addresses job tenure being unsecured and employees being fired at any time, the responses include 19.4% "Always," 17.7% "Often," 27.6% "Rarely," and 35.3% "Never." The mean for this statement is 2.21 with a standard deviation of 1.124. The eleventh statement suggests that confirmation of staff is done as and when due. The responses include 31.9% "Always," 45.3% "Often," 18.5% "Rarely," and 4.3% "Never." The mean for this statement is 3.05 with a standard deviation of 0.822. The twelfth statement indicates that any slight misunderstanding between any staff and the proprietor, his family members, and friends cause staff disengagement. The responses include 9.9% "Always," 2.6% "Often," 35.8% "Rarely," and 51.7% "Never." The mean for this statement is 1.71 with a standard deviation of 0.925. The weighted mean and standard deviation for the job security-related statements are calculated as follows: The weighted mean is 2.27, and the weighted standard deviation is 1.009. The overall weighted mean and standard deviation for all the institutional empowerment factors (training, employee recognition, job security) are as follows: The overall weighted mean is 2.55, and the overall weighted standard deviation is 0.963. Based on the provided data and the decision-making threshold, an analysis of the level of institutional empowerment of non-academic staff in private universities in Southwest Nigeria is moderate.

### 4.3 Test of Hypotheses

H<sub>0</sub>1a: There will be no combined significant influence of psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment (training, employee recognition, job security) on service delivery of academic staff in private universities in Southwest, Nigeria.

**Table 4.22 Model Summary of Combined Significant Influence of Psychosocial Factors (workload, personnel autonomy, workplace relationship) and Institutional Empowerment (training, employee recognition, job security) on Service Delivery of Academic Staff in Private Universities in Southwest, Nigeria.**

Change Statistics						
Model	r	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change
1	.983 <sup>a</sup>	.967	.967	.804	.967	4117.899

a. Predictors: (Constant), Academic Job Security , Academic Workplace Relationship, Academic Employee Recognition, Academic Training , Academic Freedom, Academic Workload

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15972.661	6	2662.110	4117.899	.000
	Residual	543.037	840	.646		
	Total	16515.698	846			

a. Dependent Variable: Academic Service Delivery

b. Predictors: (Constant), Academic Job Security , Academic Workplace Relationship, Academic Employee Recognition, Academic Training , Academic Freedom, Academic Workload

Table 4.22 provides a summary of the model that examines this combined influence of psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment (training, employee recognition, job security) on the service delivery of academic

staff in private universities in Southwest Nigeria. The table includes the model's R value, R-squared value, adjusted R-squared value, standard error of the estimate, and change statistics. For this model, the R value is 0.983, indicating a strong positive correlation between the predictors and the dependent variable (academic service delivery). The R-squared value of 0.967 suggests that approximately 96.7% of the variance in the academic service delivery can be explained by the combined influence of the predictors. The adjusted R-squared value of 0.967 takes into account the number of predictors and adjusts the R-squared value accordingly. The standard error of the estimate is 0.804, indicating the average distance between the observed and predicted values of the dependent variable. The change statistics show that the R-squared change is 0.967, indicating a substantial improvement in the model's predictive power. The F value of 4117.899 is highly significant ( $p < 0.001$ ), suggesting that the combined influence of the predictors significantly contributes to the prediction of academic service delivery. The ANOVA table further confirms the statistical significance of the regression model. The regression sum of squares is 15972.661, indicating the variation in the dependent variable explained by the predictors. The residual sum of squares is 543.037, representing the unexplained variation in the dependent variable. The F value of 4117.899 and its associated significance level of .000 indicate a highly significant overall model fit. In all, based on the model summary and ANOVA, there is significant evidence to reject the null hypothesis ( $H_0$ ) and conclude that there is a combined significant influence of psychosocial factors and institutional empowerment on the service delivery of academic staff in private universities in Southwest Nigeria.

$H_{01b}$ : There will be no combined significant influence of psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment (training, employee

recognition, job security) on service delivery of non-academic staff in private universities in Southwest, Nigeria.

**Table 4.23 Model Summary of Combined Significant Influence of Psychosocial Factors (workload, personnel autonomy, workplace relationship) and Institutional Empowerment (training, employee recognition, job security) on Service Delivery of Non-Academic Staff in Private Universities in Southwest, Nigeria.**

Model	r	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	.986 <sup>a</sup>	.972	.972	.742	.972	2660.664

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8786.772	6	1464.462	2660.664	.000
	Residual	251.538	457	.550		
	Total	9038.310	463			

- a. Dependent Variable: Non-Academics Service Delivery
- b. Predictors: (Constant), Non-Academic Job Security , Non-Academic Workplace Relationship, Non-Academic Training , Non-Academic Administrative Autonomy, Non-Academics Workload, Non-Academic Employee Recognition

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Table 4.23 presents a model summary of the combined significant influence of psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment (training, employee recognition, job security) on the service delivery of non-academic staff in private universities in Southwest Nigeria. The table includes the model's R value, R-squared value, adjusted R-squared value, standard error of the estimate, and change statistics. For this model, the R value is 0.986, indicating a strong positive correlation between the predictors and the dependent variable (non-academic service delivery). The R-squared value of 0.972 suggests that approximately 97.2% of the variance in non-academic service delivery can be explained by the combined influence of the predictors. The adjusted R-squared value of 0.972 takes into account the number of predictors and adjusts the R-squared value accordingly. The standard error of the estimate is 0.742, indicating the average distance between the observed and predicted values of the dependent variable. The change statistics show that the R-squared change is 0.972, indicating a substantial improvement in the model's predictive power. The F value of 2660.664 is highly significant ( $p < 0.005$ ), suggesting that the combined influence of the predictors significantly contributes to the prediction of non-academic service delivery. The ANOVA table further confirms the statistical significance of the regression model. The regression sum of squares is 8786.772, indicating the variation in the dependent variable explained by the predictors. The residual sum of squares is 251.538, representing the unexplained variation in the dependent variable. The F value of 2660.664 and its associated significance level of .000 indicate a highly significant overall model fit. In all, based on the model summary and ANOVA, there is significant evidence to support the conclusion that there is a combined significant influence of psychosocial factors and institutional empowerment on the service delivery of non-academic staff in private universities in Southwest Nigeria.

H<sub>0</sub>2a: There will be no relative significant influence of psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment (training, employee recognition, job security) on service delivery of academic staff in private universities in Southwest, Nigeria.

**Table 4.24: Summary of Regression Showing Relative Influence of Psychosocial Factors (workload, academic freedom, workplace relationship) and Institutional Empowerment (training, employee recognition, job security) on Service Delivery of Academic Staff in Private Universities in Southwest, Nigeria**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.244	.266		23.459	.000
	Academic Workload	1.191	.064	.717	18.651	.000
	Academic Freedom	.642	.057	.373	11.221	.000
	Workplace Relationship	.068	.072	.035	.941	.347
	Training	.112	.041	.076	2.744	.006
	Employee Recognition	.093	.035	.070	2.607	.009
	Academic Job Security	.089	.052	.056	1.696	.090

a. Dependent Variable: Academic Service Delivery

Table 4.24 presents the findings derived from the regression analysis to test the hypothesis concerning the relative significant influence of psychosocial factors (workload, academic freedom, workplace relationship) and institutional empowerment (training, employee recognition, job security) on service delivery of academic staff in private universities in Southwest, Nigeria.

The summarized results of the regression model provides information on unstandardized coefficients, standardized coefficients (Beta), t-values, and significance levels (Sig.) for each

variable considered in the analysis. The hypothesis suggests that there will be no relative significant influence of the psychosocial factors and institutional empowerment on service delivery in private universities in Southwest, Nigeria. To test this hypothesis, the standardized coefficients (Beta) and their associated significance levels (Sig.) are examined. If a standardized coefficient is determined to be significant ( $p\text{-value} < 0.05$ ), it indicates a considerable influence of the corresponding variable on service delivery. An analysis of the result in the table 4.24 reveals the following key findings.

Firstly, academic workload demonstrates a significant positive influence on academic service delivery (Beta = 0.717, Sig. = 0.000). This implies that an increase in academic workload experienced by non-academic staff in private universities in Southwest, Nigeria is associated with improved academic service delivery. Secondly, academic freedom also exhibits a significant positive influence on academic service delivery (Beta = 0.373, Sig. = 0.000). This suggests that granting academic freedom to non-academic staff contributes to enhanced service delivery in the academic context. Thirdly, academic workplace relationship does not display a significant influence on academic service delivery (Beta = 0.035, Sig. = 0.347). This finding suggests that the relationship among non-academic staff in the academic workplace may not have a significant impact on service delivery in private universities in Southwest, Nigeria. Moreover, academic training shows a significant positive influence on academic service delivery (Beta = 0.076, Sig. = 0.006). This indicates that providing academic training to academic staff will have a positive effect on service delivery in private universities. Additionally, academic employee recognition exhibits a significant positive influence on academic service delivery (Beta = 0.070, Sig. = 0.009). This implies that recognizing the contributions and efforts of academic

staff positively influences their motivation and, consequently, academic service delivery. Lastly, academic job security does not demonstrate a significant influence on academic service delivery (Beta = 0.056, Sig. = 0.090). This suggests that the level of job security for academic staff in private universities may not significantly impact service delivery in the academic domain.

Based on these findings, the null hypothesis ( $H_02$ ) suggesting no relative significant influence of psychosocial factors and institutional empowerment on service delivery in private universities in Southwest, Nigeria cannot be fully supported. The results indicate that academic workload, academic freedom, training and employee recognition significantly influence academic service delivery. However, workplace relationship and job security do not exhibit significant influences. Summarily, the hypothesis was rejected as majority of the independent variables (psychosocial factors and institutional empowerment strategies) significantly influence the dependent variable (service delivery)

When ranking the variables in terms of their significance, the findings indicate the following order: workload, academic freedom, training, employee recognition, job security and workplace relationship. This implies that academic workload has the highest influence on academic service delivery, followed by academic freedom, training, employee recognition, job security, and workplace relationship respectively.

$H_{02b}$ : There will be no relative significant influence of psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment (training, employee recognition, job security) on service delivery of non-academic staff in private universities in Southwest, Nigeria.

**Table 4.25 Summary of Regression Showing Relative Influence of Psychosocial Factors (workload, administrative autonomy, workplace relationship) and Institutional Empowerment (training, employee recognition, job security) on service delivery of Non-academic staff in Private Universities in Southwest, Nigeria**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	11.838	.271		43.696	.000
Non-Academics Workload	.352	.040	.300	8.736	.000
Non-Academic Administrative Autonomy	.172	.044	.117	3.922	.000
Non-Academic Workplace Relationship	.662	.046	.362	14.299	.000
Non-Academic Training	.359	.042	.242	8.648	.000
Non-Academic Employee Recognition	.176	.047	.163	3.737	.000
Non-Academic Job Security	.181	.055	.154	3.304	.001

**a. Dependent Variable: Non-Academics Service Delivery**

The findings from the regression analysis of the test of hypothesis regarding the relative significant influence of psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment (training, employee recognition, job security) on service delivery of non academic staff in private universities in Southwest, Nigeria is presented in table 4.25. The regression model summarizes the results in Table 4.25, providing information on unstandardized coefficients, standardized coefficients (Beta), t-values, and significance levels (Sig.) for each variable included in the analysis. The hypothesis (H<sub>02</sub>) stated that there would be no relative significant influence of the psychosocial factors and institutional empowerment on service delivery in private universities in Southwest, Nigeria. To test this hypothesis, the

standardized coefficients (Beta) and their significance levels (Sig.) were examined. A significant standardized coefficient ( $p\text{-value} < 0.05$ ) indicates a significant influence of the corresponding variable on service delivery. The analysis of reveals the following findings;

Firstly, non-academic workload demonstrates a significant positive influence on service delivery (Beta = 0.300, Sig. = 0.000). This implies that increased workload experienced by non-academic staff in private universities in Southwest, Nigeria is associated with improved service delivery. Secondly, non-academic administrative autonomy also exhibits a significant positive influence on service delivery (Beta = 0.117, Sig. = 0.000). This indicates that granting administrative autonomy to non-academic staff enhances their ability to deliver quality services in private universities. Thirdly, the variable of non-academic workplace relationship demonstrates a significant positive influence on service delivery (Beta = 0.362, Sig. = 0.000). This finding suggests that fostering positive workplace relationships among non-academic staff contributes to improved service delivery outcomes. Additionally, non-academic training reveals a significant positive influence on service delivery (Beta = 0.242, Sig. = 0.000). This implies that providing training opportunities to non-academic staff enhances their skills and knowledge, leading to improved service delivery in private universities. Furthermore, non-academic employee recognition shows a significant positive influence on service delivery (Beta = 0.163, Sig. = 0.000). This finding suggests that recognizing the contributions and efforts of non-academic staff positively impacts their motivation and, consequently, service delivery. Lastly, non-academic job security demonstrates a significant positive influence on service delivery (Beta = 0.154, Sig. = 0.001). This indicates that providing job security to non-academic staff in private universities contributes to improved service delivery outcomes.

Based on these findings, the null hypothesis ( $H_0$ ) stating no significant relative influence of psychosocial factors and institutional empowerment on service delivery in private universities in Southwest, Nigeria was rejected. The results reveal that all the examined variables (workload, administrative autonomy, workplace relationship, training, employee recognition, and job security) have a significant positive influence on non-academic service delivery. When ranking the variables in terms of their significance, the findings indicate the following order: workplace relationship, workload, training, employee recognition, job security, and administrative autonomy. This implies that workplace relationship has the highest influence on non-academic service delivery, followed by workload, training, employee recognition, job security, and administrative autonomy respectively.

H<sub>0</sub>3a: There will be no significant difference between levels of service delivery of academic staff in faith-based and secular private universities in Southwest, Nigeria.

**Table 4.26 One Sample Statistics Showing Significant Difference Between Levels of Service Delivery of Academic Staff in Faith-based and Secular Private Universities in Southwest, Nigeria**

	N	Mean	Std. Deviation	Std. Error Mean
Service Delivery of Academic Staff Secular Universities	432	27.06	4.288	.206
Service Delivery of Academic Staff Faith-Based Universities	415	26.90	4.554	.224

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Service Delivery of Academic Staff Secular Universities	131.147	431	.000	27.058	26.65	27.46
Service Delivery of Academic Staff Faith-Based Universities	120.345	414	.000	26.901	26.46	27.34

Table 4.26 presents the findings and test the hypothesis regarding the significant difference in levels of service delivery of academic staff between faith-based and secular private universities in Southwest, Nigeria. The relevant statistics presented includes the mean, standard deviation, and standard error mean for service delivery levels in academic staff of both types of universities. The hypothesis states that there will be no significant difference in levels of service delivery between

faith-based and secular private universities in Southwest, Nigeria. To test this hypothesis, a one-sample test was conducted comparing the mean service delivery levels to a test value of 0.000.

Upon analyzing the results, the following findings were observed. For secular universities, the mean service delivery level of academic staff is 27.06, with a standard deviation of 4.288 and a standard error mean of 0.206. On the other hand, for faith-based universities, the mean service delivery level is 26.90, with a standard deviation of 4.554 and a standard error mean of 0.224. The one-sample t-tests were conducted to compare the mean service delivery levels to the test value of 0. For secular universities, the t-value is 131.147, the degrees of freedom (df) is 431, and the p-value (Sig. 2-tailed) is 0.000, indicating a highly significant difference. The mean difference is 27.058, with a 95% confidence interval of the difference ranging from 26.65 to 27.46. Similarly, for faith-based universities, the t-value is 120.345, the degrees of freedom (df) is 414, and the p-value (Sig. 2-tailed) is 0.000, indicating a highly significant difference. The mean difference is 26.901, with a 95% confidence interval of the difference ranging from 26.46 to 27.34.

Based on these findings, the null hypothesis ( $H_0$ ) stating that there will be no significant difference in levels of academic staff service delivery between faith-based and secular private universities in Southwest, Nigeria was rejected. The results reveal a significant difference in levels of service delivery between the two types of universities, with both secular and faith-based universities demonstrating significantly higher service delivery levels compared to the test value of 0.000. Comparing these values, it was confirmed that secular universities have a slightly higher mean service delivery level (27.06) compared to faith-based universities (26.90).

H<sub>03b</sub>: There will be no significant difference between levels of service delivery of non-academic staff in faith-based and secular private universities in Southwest, Nigeria.

**Table 4.27 One Sample Statistics Showing Significant difference between Levels of Service Delivery of Non-Academic Staff in Faith-based and Secular Private Universities in Southwest, Nigeria**

	N	Mean	Std. Deviation	Std. Error Mean
Service Delivery of Non-Academic Staff Secular Universities	236	31.41	4.326	.282
Service Delivery of Non-Academic Faith-Based Secular Universities	228	30.70	4.493	.298

One-Sample Test

Test Value = 0						
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Service Delivery of Non-Academic Staff Secular Universities	111.555	235	.000	31.411	30.86	31.97
Service Delivery of Non-Academic Faith-Based Secular Universities	103.169	227	.000	30.697	30.11	31.28

Table 4.27 presented test of hypothesis regarding the significant difference in service delivery levels between faith-based and secular private universities in Southwest, Nigeria. The statistics presented includes the mean, standard deviation, and standard error mean for service delivery levels in non-academic staff of both types of universities. The hypothesis (H<sub>03</sub>) states that there will be no significant difference in service delivery levels between faith-based and secular private universities in Southwest, Nigeria. To test this hypothesis, a one-sample test was conducted comparing the mean service delivery levels to a test value of 0.00. Upon analyzing the results, the following findings were observed. For secular universities, the mean service delivery level of non-

academic staff is 31.41, with a standard deviation of 4.326 and a standard error mean of 0.282. On the other hand, for faith-based universities, the mean service delivery level is 30.70, with a standard deviation of 4.493 and a standard error mean of 0.298.

The one-sample t-tests were conducted to compare the mean service delivery levels to the test value of 0.0. For secular universities, the t-value is 111.555, the degrees of freedom (df) is 235, and the p-value (Sig. 2-tailed) is 0.000, indicating a highly significant difference. The mean difference is 31.411, with a 95% confidence interval of the difference ranging from 30.86 to 31.97. Similarly, for faith-based universities, the t-value is 103.169, the degrees of freedom (df) is 227, and the p-value (Sig. 2-tailed) is 0.000, indicating a highly significant difference. The mean difference is 30.697, with a 95% confidence interval of the difference ranging from 30.11 to 31.28. Based on these findings, the null hypothesis ( $H_0$ ) stating that there will be no significant difference in service delivery levels between faith-based and secular private universities in Southwest, Nigeria was rejected. The results reveal a significant difference in service delivery levels of non academic staff in both secular and faith-based universities in private universities in Southwest, Nigeria with both secular and faith-based universities demonstrating significantly higher service delivery levels. Comparing these values, it can be concluded that secular universities have a slightly higher mean service delivery level (31.41) compared to faith-based universities (30.70).

### 4.3 Discussion of Findings

The findings of the research one provide valuable insights into the level of service delivery among academic staff in private universities in Southwest Nigeria. The reported high average weighted mean of 3.37 suggests that the academic staffs in these institutions are performing well in terms of service delivery across three key areas: teaching, research, and community service.

The high level of service delivery in teaching indicates that the academic staff are effectively carrying out their instructional duties. They are likely employing various teaching methodologies, engaging students, and imparting knowledge in a manner that enhances the learning experience. This finding is crucial as quality teaching plays a pivotal role in shaping the academic success and overall development of students. Similarly, the fact that academic staff's service delivery in research is rated highly is indicative of their dedication to scholarly pursuits. This implies that they are actively involved in research activities, such as conducting studies, publishing papers in reputable journals, and contributing to the advancement of knowledge in their respective fields. Research-oriented universities can significantly impact their communities and society at large, making this finding especially noteworthy. Again, the high rating of service delivery in community service reflects the active involvement of academic staff in addressing societal needs and challenges. This could include activities like participating in outreach programmes, providing expert advice to public institutions or organizations, and engaging in initiatives that positively impact the local community. Such community engagement is essential in fostering mutually beneficial relationships between universities and the wider society. This finding is significant as it underscore the positive contributions of private universities in Southwest Nigeria

in providing quality education, promoting research excellence, and fostering community engagement.

To enrich the findings, this study was compared with other relevant research in the field. Notably, a study examined service delivery in private universities in Nigeria. Surprisingly, the findings differed significantly from the findings of this study, reporting a moderate level of service delivery<sup>1</sup>. However, in line with the result of this study, a study on service delivery in public universities within Southwest, Nigeria was compared. Remarkably, the results align with that of this study, indicating a high level of service delivery in both private and public higher education institutions across the region<sup>2</sup>. This consistency in findings suggests a promising overall quality of service delivery in Southwest Nigeria's higher education landscape. On the other hand, a related study examined service delivery in private universities in Nigeria. Intriguingly, the research revealed a notably lower level of service delivery compared to findings of this study<sup>3</sup>. Similarly, a previous study focused on service delivery in private universities specifically within Southwest, Nigeria. Contrary to the findings of this research, it reported a moderate level of service delivery<sup>4</sup>.

It is worth emphasizing the significance of our study's alignment with recent research on private universities in Southwest, Nigeria. This consistency in results across the institutions suggests an encouraging pattern of high service delivery standards in higher education within the region. Such congruence enhances the credibility and robustness of our findings. Additionally, the disparities between our study and certain other research underline the importance of acknowledging the complexities and intricacies inherent in measuring and assessing service delivery in diverse educational settings. These differences could potentially spark further

investigation into the unique factors that contribute to service delivery disparities across different institutional contexts.

The findings of research question two indicate that non-academic staff in private universities in Southwest Nigeria generally exhibit a high level of service delivery across various aspects. This is a positive indication as it reflects the dedication and commitment of these staff members in providing quality services to students and clients. One of the key strengths observed was their ability to respect students and clients, which is crucial in maintaining a positive and conducive learning environment. Clear communication is also essential in ensuring that information is effectively conveyed, and it is encouraging to see that this aspect of service delivery was found to be high among the non-academic staff. Another noteworthy aspect was their ability to create a lasting memory of service excellence. This suggests that the non-academic staff members go above and beyond in their roles, leaving a positive and lasting impression on the students and clients they serve. Furthermore, the willingness of the staff to be available at their duty posts reflects their dedication and responsibility. This availability is vital in providing timely assistance and support to students and clients whenever needed.

The findings also indicate that non-academic staff displayed a proactive approach by anticipating potential issues. This is an important quality as it helps in identifying and addressing problems before they escalate, contributing to a smoother functioning of the university. However, the moderate level of service delivery in maintaining daily and weekly reports is a slight area of concern. Accurate and consistent reporting is crucial for administrative purposes and decision-making, so improvements in this area could further enhance the efficiency of the universities. Overall, the research highlights the commendable efforts of non-academic staff in private

universities in Southwest Nigeria in providing quality service. The positive findings indicate that these staff members are dedicated, competent, and genuinely concerned about the well-being and satisfaction of the students and clients they serve.

The results of research questions one and two are amenable to direct comparison, revealing that the service delivery of non-academic staff in private universities is marginally higher than that of their academic counterparts. This finding holds implications that could prompt university administrators to reevaluate resource allocation strategies. Given the potential significance of non-academic staff in elevating service quality, it becomes imperative to consider augmenting investments in their training, development, and support systems to sustain and enhance their performance levels. Moreover, this comparative analysis underscores the importance of recognizing the valuable contributions of non-academic staff to the holistic university experience, warranting the provision of adequate resources to facilitate the effective execution of their responsibilities.

In comparison with other relevant studies, the results of this research align with the findings of a study which equally found a high level of service delivery among non-academic staff in private universities, mirroring our findings<sup>5</sup>. This correspondence suggests that dedication and effectiveness among non-academic staff might be common characteristics transcending regional boundaries. However, a contrasting perspective emerges from a study which explored non-academic staff service delivery in public universities within Southwest Nigeria. The research reported a moderate level of service delivery among non-academic staff, indicating a discrepancy with our results<sup>6</sup>. This distinction might be influenced by inherent differences in organizational contexts, resource allocation, or management practices between private and public universities.

Further contrasting finding revealed a lower level of service delivery among non-academic staff compared to our study. This disparity highlights the significance of considering institution-specific factors, such as organizational culture, training opportunities, and incentives, which can significantly influence service delivery levels<sup>7</sup>. Additionally, a study on comparative examination of non-academic staff service delivery in both private and public universities within Southwest Nigeria surprisingly indicated a higher level of service delivery among non-academic staff only in public universities, contrasting with our findings. This discrepancy might be attributed to the diverse dynamics and priorities within public university systems compared to private ones<sup>8</sup>.

The comparison and contrasting of the findings with other studies offer valuable insights into the nuanced nature of non-academic staff service delivery in private universities in Southwest Nigeria. The consistent alignment with some studies suggests that dedication and effectiveness among non-academic staff are likely to prevail across similar educational settings. On the other hand, the contrasts with others emphasize the importance of acknowledging the uniqueness of each institutional context. Governance structures, funding sources, and organizational cultures can play crucial roles in shaping service delivery levels among non-academic staff in both private and public universities.

Research question three was formulated to investigate the psychosocial factors of employees in private universities located in Southwest Nigeria. The study focused on academic staff and non-academic staff separately. The psychosocial factors of academic staff were assessed using the "Workload, Personnel Autonomy, Workplace Relationship" measurement. The findings indicated that academic staff's psychosocial factors were generally high, with an overall

weighted mean score of 3.30. Among the three indices used in the study, workplace relationship obtained the highest score of 3.57, followed by academic freedom (3.20), and workload (3.12) respectively. The second part of research question three aimed to evaluate the psychosocial factors of non-academic staff in private universities in Southwest Nigeria. To achieve this, the factors considered were "Workload, Administrative Autonomy, and Workplace Relationship." The results showed that, on average, the psychosocial factors of non-academic staff in these universities were high, with a weighted mean score of 2.97. Interestingly, the study revealed that even though the psychosocial factors of non-academic staff were high, their workload level was low. Among the three indices used to measure non-academic staff psychosocial factors, workplace relationship received the highest score of 3.53, followed by administrative autonomy (3.00), while workload obtained the lowest score with a weighted mean score of 2.37.

Comparing the results of psychosocial factors between academic and non-academic staff in private universities in Southwest Nigeria, it was found that academic staff had higher psychosocial factors compared to non-academic staff in the same institutions.

The study's results indicated that the psychosocial factors of academic staff are high while that of non-academic staff in private universities is moderate. This suggests that employees in these institutions are experiencing positive work-related psychological and social conditions. High and moderate psychosocial factors are associated with satisfactory employee well-being, job satisfaction, and reduced levels of stress and burnout. Similarly, workplace relationship emerged as a significant factor in determining psychosocial well-being for both academic and non-academic staff. This finding underscores the importance of fostering positive and supportive relationships among colleagues and with supervisors. Encouraging a healthy work culture that promotes teamwork

and open communication can enhance employees' job satisfaction and productivity. In the same vein, for academic staff, academic freedom and administrative autonomy were important factors in their psychosocial well-being. These findings emphasize the significance of granting academic staff the freedom to pursue research, teaching, and professional development opportunities without unnecessary bureaucratic restrictions. Academic staff who feel empowered in their roles are likely to be more motivated and engaged. Again, the study revealed that workload was a key factor influencing both academic and non-academic staff's psychosocial well-being. While academic staff reported higher psychosocial factors overall, the workload was a concern for both groups. To maintain a positive work environment, university management should focus on workload distribution, ensuring it is manageable and balanced. Excessive workloads can lead to stress, job dissatisfaction, and even health-related issues among employees.

The findings showing higher psychosocial factors among academic staff than non-academic staff can have implications for recruitment and retention strategies. Universities may need to provide attractive benefits and work conditions to attract and retain non-academic staff, given the potential discrepancy in psychosocial factors compared to their academic counterparts. In all, the study's results emphasize the importance of creating a supportive work environment that addresses employees' psychosocial needs. By prioritizing workplace relationships, workload management, and factors such as academic freedom and administrative autonomy, private universities in Southwest Nigeria can enhance employee well-being which can have a positive implication on the service delivery of the employees.

In comparison to other relevant studies, the results of this research align with a study conducted in a similar educational setting. Their study also reported high levels of psychosocial factors

among academic and non-academic staff in private universities, mirroring our findings<sup>9</sup>. This alignment suggests that the psychosocial well-being of employees might be a prevailing trait in educational institutions across comparable contexts. Contrasting perspectives arise from a related study which explored the psychosocial factors of employees in public universities within Southwest Nigeria. Their research reported a moderate level of psychosocial factors, differing from the study's findings of high psychosocial factors among employees in private universities<sup>10</sup>. This divergence could be influenced by variations in institutional cultures, workloads, or employee support mechanisms between private and public universities.

Test of hypothesis one investigate the combined influence of psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment (training, employee recognition, job security) on the service delivery of academic staff in private universities located in Southwest Nigeria. The results obtained from the analysis revealed a statistically significant combined influence of both psychosocial factors and institutional empowerment on the service delivery of academic staff in these private universities. Similarly, the researchers performed a test of hypothesis one to examine the combined influence of psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment (training, employee recognition, job security) on the service delivery of non-academic staff in private universities situated in Southwest Nigeria. The findings from this analysis also provided significant evidence to support the conclusion that there is a combined significant influence of psychosocial factors and institutional empowerment on the service delivery of non-academic staff in these private universities in Southwest Nigeria.

The significant influence of both psychosocial factors and institutional empowerment on service delivery suggests that creating a conducive and empowering work environment positively impacts the performance of both academic and non-academic staff in private universities. When employees feel supported, recognized, and have a sense of control over their work, they are more likely to be motivated and committed to delivering high-quality services. The results underscore the importance of fostering a positive work culture and climate in private universities. An organizational culture that values employee well-being and empowerment can lead to improved service delivery, job satisfaction, and overall organizational effectiveness. The study highlights the significance of providing relevant training opportunities and recognizing employees' efforts. Training programmes can enhance employees' skills and competencies, which can directly impact the quality of service delivery. Similarly, employee recognition fosters a sense of appreciation and encourages continued dedication to their roles.

Job security emerged as an influential factor, suggesting that providing a sense of stability and job certainty to employees positively affects their commitment and engagement with the organization. Employees who feel secure in their positions are more likely to invest in their work and contribute to the university's success. The findings may prompt private universities to review their policies and decision-making processes concerning employee empowerment and psychosocial well-being. Management may consider implementing strategies that promote greater autonomy, positive workplace relationships, and institutional support to improve service delivery outcomes. Private universities that prioritize employee well-being and empowerment may gain a competitive advantage in attracting and retaining high-quality staff.

In order to ascertain the relative significant influence of psychosocial factors (workload, personnel autonomy, workplace relationship) and institutional empowerment (training, employee recognition, job security) on service delivery within private universities located in Southwest Nigeria, a test of hypothesis two was conducted. The results of the analysis revealed the following factors with their respective level of influence on service delivery for non-academic staff: workplace relationship demonstrated the highest influence, followed by workload, training, employee recognition, job security, and administrative autonomy, respectively. The findings indicate that the quality of workplace relationships holds the greatest impact on non-academic service delivery in these private universities, suggesting that fostering positive and supportive interactions among employees and with supervisors is crucial for enhancing service delivery outcomes. Additionally, managing workload levels appropriately emerged as the second most influential factor, underscoring the importance of balanced and manageable workloads to optimize employee performance. Furthermore, the study highlighted the significance of institutional empowerment factors, such as training opportunities, employee recognition, and job security. The presence of effective training programs that equip employees with relevant skills and knowledge can positively influence service delivery. Recognizing employees' contributions and efforts encourages higher levels of motivation and dedication to their roles, further enhancing service delivery. Moreover, providing job security contributes to employees' overall job satisfaction and commitment to the organization, which in turn positively affects service delivery outcomes. Administrative autonomy, while demonstrating influence, appeared to have a relatively lower impact on service delivery compared to the other factors studied. Nonetheless, it still plays a role in influencing the delivery of non-academic services in private universities.

The study highlights the importance of allocating resources towards fostering positive workplace relationships and managing workloads effectively. Universities should prioritize initiatives that promote collaboration and supportive work environments while ensuring workload distribution aligns with employees' capabilities and capacities. Investing in training and development programs can yield significant benefits in improving service delivery. By enhancing employees' skills and competencies, universities can positively impact the quality of services provided to their stakeholders. Acknowledging employees' contributions and recognizing their efforts can boost motivation and job satisfaction, leading to improved service delivery. Implementing incentive programs can further reinforce positive behaviors and drive performance excellence. Ensuring job security and stability within the institution can enhance employee loyalty and commitment. Employees who feel secure in their positions are more likely to invest in their work and contribute to the university's success. The study's findings provide valuable insights for continuous improvement efforts within private universities. By understanding the relative influence of psychosocial factors and institutional empowerment on service delivery, universities can tailor their strategies to address specific areas that may require improvement.

In comparison with other relevant studies, the results of this hypothesis test align with the report in a study which found a significant combined influence of psychosocial factors and institutional empowerment on the service delivery of academic staff in private universities, mirroring our findings. This consistency suggests that the interaction between the work environment and institutional support plays a crucial role in determining service delivery outcomes across comparable educational settings<sup>11</sup>. Another study equally demonstrates the significance of the combined influence of both sets of factors on the service delivery of academic staff in private

universities in Southwest Nigeria<sup>12</sup>. Contrasting perspectives emerge from a study which examined service delivery among academic staff in private universities within Southwest Nigeria. Their research reported that psychosocial factors alone significantly influenced service delivery, while institutional empowerment factors exert no significant influence<sup>13</sup>.

The study conducted a test of hypothesis three to examine the significant difference between levels of service delivery in faith-based and secular private universities in Southwest Nigeria. The findings indicate that there is indeed a significant difference in service delivery levels among the non-academic staff in both types of private universities. Interestingly, both secular and faith-based universities demonstrated higher service delivery levels compared to the baseline, suggesting a commitment to quality service provision in both categories of institutions. Upon comparing the mean service delivery levels, it was observed that secular universities exhibited a slightly higher mean service delivery level of 31.41, while faith-based universities had a mean service delivery level of 30.70. This indicates that secular universities, on average, have a marginally higher level of service delivery among non-academic staff compared to their faith-based counterparts.

Furthermore, the results also revealed a significant difference in levels of academic service delivery between the two types of universities. Both secular and faith-based universities demonstrated higher service delivery levels compared to the test value of 0.000, indicating a commitment to academic excellence in both types of institutions. Upon comparing the mean service delivery levels for academic staff, it was found that secular universities exhibited a slightly higher mean service delivery level of 27.06, while faith-based universities had a mean

service delivery level of 26.90. This suggests that secular universities, on average, have a slightly higher level of service delivery among academic staff compared to faith-based universities.

The results is consistent with other relevant studies, for instance, a study examined service delivery in faith-based private universities in a Nigeria. Interestingly, their study also reported a significant difference in service delivery levels when compared to secular private universities in their context<sup>14</sup>. This comparative alignment suggests that the influence of faith-based principles on service delivery may transcend regional boundaries, impacting both Southwest Nigeria and the neighboring region. In contrast, a study explored service delivery in faith-based and secular private universities. Their result did not observe any significance difference in the two institutional type<sup>15</sup>. This contrasting perspective deemphasizes the importance of conducting targeted research to uncover the unique characteristics of different types of private universities and their respective service delivery outcomes.

The comparative and contrasting analyses of hypothesis three with other studies provide valuable insights into the distinctiveness of service delivery levels between faith-based and secular private universities in Southwest Nigeria. The alignment with other studies strengthens the argument that faith-based principles and values can significantly influence service delivery practices across diverse contexts. On the other hand, the contrasts underscore the significance of our study's targeted approach, which specifically examines the differences in service delivery between faith-based and secular private universities. By addressing this specific research question, the study contributes to a more nuanced understanding of the factors that shape service delivery outcomes in private higher education institutions.

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## **Chapter Five**

### **Conclusion**

This chapter focuses on the summary of findings, conclusions, recommendations (based on the findings of the study), contribution to knowledge and the areas of further research.

#### **5.1 Summary of Findings**

The study investigated the Influence of Employee Psychosocial Factors (workload, personnel autonomy, work environment), and Institutional Empowerment (training, employee recognition, job security) on Service Delivery in Private Universities in Southwest, Nigeria. It was driven by the observation that the quality of service delivery in Nigerian private universities seems to be declining, despite the country's reputation as an economic base and producer of renowned academics over the years. This decline in service delivery is reflected in complaints from students regarding academic and non-academic staff, such as missing classes, delayed examination results, poor hostel services, inadequate facilities, and unsatisfactory staff behavior. Previous researches have addressed ineffective service delivery in the university system, but little seems to have been done on the efficiency of service delivery in private universities, particularly the combined influence of psychosocial and institutional factors.

The objectives of the study include identifying the level of academic and non-academic service delivery in private universities in the region, assessing the status of employees' psychosocial factors and institutional empowerment, and examining the combined influence of these factors on service delivery. The research design adopts a mixed method approach, combining quantitative (descriptive design) and qualitative research techniques to obtain a comprehensive

understanding of the research problem. The population of the study consists of academic and non-academic staff from 37 private universities in the Southwestern states of Nigeria.

The data were collected using self-designed questionnaires and key informant interviews. The questionnaires focused on academic employee psychosocial factors, institutional empowerment, and service delivery, while the key informant interviews gathered insights from institutions on the level of these factors and service delivery in the sampled private universities. The data were analyzed using descriptive statistics, frequency, and percentages. Hypotheses were tested using inferential statistics, including multiple regression analysis (ANOVA) and t-tests.

The findings revealed that academic staff in private universities in Southwest Nigeria have a high level of service delivery across three key areas: teaching, research, and community service. This high level of service delivery in teaching indicates effective instructional duties, while high service delivery in research reflects dedication to scholarly pursuits. Additionally, the high rating of service delivery in community service demonstrates active involvement in addressing societal needs. The consistency of findings with other studies on private universities in the region adds credibility to the research's conclusions. Moreover, non-academic staff in private universities in Southwest Nigeria also displayed a high level of service delivery, particularly in aspects like respecting students and clients, clear communication, and creating a lasting impression of service excellence. However, there was a moderate level of service delivery in maintaining daily and weekly reports, which could be an area of improvement. Comparatively, non-academic staff had marginally higher service delivery levels than academic staff, suggesting the need to invest in their training and development to enhance performance.

Furthermore, the research revealed that both academic and non-academic staff in private universities experienced high psychosocial factors, indicating positive work-related psychological and social conditions. Workplace relationship and workload were significant factors influencing psychosocial well-being for both groups. Academic freedom and administrative autonomy were particularly important for academic staff, while non-academic staff valued workplace relationships and administrative autonomy. The study emphasized the importance of creating a supportive work environment that addresses employees' psychosocial needs. Additionally, the test of hypotheses found a significant combined influence of psychosocial factors and institutional empowerment on service delivery for both academic and non-academic staff in private universities. Creating a conducive and empowering work environment positively influenced employee service delivery. Factors like workplace relationships, workload management, training opportunities, employee recognition, and job security were particularly influential. The results underscored the importance of investing in employee well-being and empowerment to enhance service delivery outcomes.

Lastly, the study revealed a significant difference in service delivery levels between faith-based and secular private universities for both academic and non-academic staff. Both types of universities demonstrated higher service delivery levels compared to the baseline, with secular universities slightly outperforming faith-based ones. This finding suggests that both faith-based and secular private universities in Southwest Nigeria are committed to delivering quality services, but secular universities have a marginal advantage in service delivery levels.

In all, the research provides valuable insights into the service delivery and psychosocial well-being of academic and non-academic staff in private universities in Southwest Nigeria. The findings highlight the importance of creating supportive work environments and investing in employee empowerment to enhance service delivery outcomes. Additionally, the study identifies the influence of institutional types on service delivery, with secular universities slightly outperforming faith-based ones. The research contributes to a better understanding of the factors that shape service delivery and employee well-being in the context of private higher education institutions.

## **5.2 Conclusion**

The study conclusively demonstrates that academic and non-academic staff in private universities in Southwest Nigeria exhibits a high level of service delivery. Both groups experience positive work-related psychological and social conditions, emphasizing the importance of a supportive work environment. The combined influence of psychosocial factors and institutional empowerment significantly influence service delivery outcomes for employees. Furthermore, both faith-based and secular private universities are committed to delivering quality services, with secular universities holding a slight advantage in service delivery levels. These underscore the critical role of employee support and empowerment in enhancing service delivery and overall performance in private higher education institutions in the region.

### 5.3 Recommendations

On the basis of the findings, the following recommendations are thereby made:

1. Private universities in Southwest Nigeria should invest in comprehensive training and development programmes for both academic and non-academic staff. These programmes should focus on improving instructional techniques, research skills, and community engagement for academic staff. For non-academic staff, training should emphasize effective communication, report management, and service excellence.
2. Universities should prioritize building positive workplace relationships among employees. Encouraging teamwork, communication, and mutual respect can enhance psychosocial well-being and improve overall service delivery.
3. University administrators should assess and manage the workload of employees to ensure they can balance their responsibilities effectively. Overburdened staff may experience burnout and reduced service delivery, so workload distribution should be fair and equitable.
4. Academic staff should be provided with academic freedom, while both academic and non-academic staff should have administrative autonomy within their roles. Empowering employees with decision-making authority can boost their motivation and commitment to service delivery.

5. Institutions should establish employee recognition programmes to acknowledge and reward outstanding performance. Recognizing employees' contributions can increase job satisfaction and motivation, leading to improved service delivery.
6. Universities should work towards providing a secure work environment for employees. Offering stable employment contracts and job security can reduce anxiety among staff and contribute to better service delivery.
7. There is a need for periodic evaluations of service delivery to identify areas for improvement. This can be achieved through student and client feedback, as well as internal assessments. Feedback should be used to develop action plans for enhancing service quality.

By implementing these recommendations, private universities in Southwest Nigeria can improve service delivery by fostering positive work environments, empowering employees, and addressing psychosocial factors. These actions can contribute to a more efficient and effective higher education system in the region.

#### **5.4 Contributions to Knowledge**

This study titled "Influence of Employee Psychosocial Factors and Institutional Empowerment on Service Delivery in Private Universities in Southwest, Nigeria" makes significant contributions to the existing body of knowledge in organizational behaviour and higher education management. By investigating various aspects of service delivery in private universities, it provides a comprehensive understanding of the factors influencing service

quality. First, the study assessed the current levels of both academic and non-academic service delivery in private universities across the Southwest region of Nigeria. By examining teaching, research, and community service, alongside customer relations, work habits, and employee competence, the research sheds light on the overall performance of these institutions, identifying areas for potential improvement.

To gain deeper insights into the dynamics that affect service delivery, the study delves into the realm of employee psychosocial factors. It carefully evaluates aspects like workload, personnel autonomy, and work environment, as these elements can significantly influence employee well-being and, consequently, service quality. The research seeks to understand how these factors interact within the organizational context and contribute to the overall service delivery of private universities employees.

Additionally, the study critically evaluates the extent of institutional empowerment within private universities. It examines the availability and effectiveness of training opportunities, employee recognition programmes, and job security measures. Understanding the degree to which these empowerment factors exist can offer valuable insights into the organizational climate and its potential influence on service delivery outcomes.

Another key contributions of this research lies in its exploration of the combined influence of psychosocial factors and institutional empowerment on service delivery. By analyzing how these two sets of factors interact and overlap, the study paints a holistic picture of their impact on service quality within private universities in Southwest, Nigeria.

Moreover, the study aims to determine the relative importance of psychosocial factors and institutional empowerment in shaping service delivery outcomes. By understanding which factors carry more weight in influencing service quality, universities can strategically allocate resources and implement evidence-based policies to enhance overall organizational performance. An additional noteworthy aspect of this research is its investigation of potential disparities in service delivery levels between faith-based and secular private universities in the region. By considering the influence of institutional values and ethos on service delivery practices, the study highlights the potential nuances that may arise in different (faith and secular) private universities in Southwest, Nigeria.

### **5.5 Suggestions for Further Studies**

Despite the valuable contributions made by this research, it is important to acknowledge that it focused on a specific region of Nigeria which may restrict the generalisation of the findings. Therefore, future research endeavors could expand the scope to encompass public universities or other higher institutions, broader regions or even other countries, allowing for a more comprehensive understanding of service quality in diverse contexts.

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**Appendix I**  
**Lead City University, Ibadan**  
**Department of Art & Social Science Education, Faculty of Education**  
**Lecturer Questionnaire (LQ)**

**Request to Participate in a Research**

Dear Esteemed Respondent,

I am a Ph.D student in the department of Educational Management and I am carrying out a study on **“Employee Psychosocial Factors, Institutional Empowerment and Service Delivery in Private Universities in Southwest, Nigeria”**.

This instrument is designed to collect information on the research title stated above. Please note that any information given is strictly meant for research purpose and shall be treated with utmost confidentiality, hence, your sincere response to all items in the instrument is highly solicited.

Yours Sincerely,

The Researcher

**Section A**

**Instruction:** Please, tick (x) in the space provided in front of the option that best fit your responses to the questions below

1. Gender:      Male ( )      Female ( )
2. Age Range:    Less than 30 yrs ( )    31-40yrs ( )    41-50yrs ( )    Above 50yrs ( )
3. Years of Lecturing Experience: Less than 10yrs( ) 11-20yrs( ) 21-30yrs( ) Above 30yrs( )
4. Status: Lecturer 1 - Senior Lecturer ( ) Associate Professor/Reader – Full Professor ( )
5. School Type: Secular ( )    Faith Based ( )
6. How many courses do you teach per semester on the average?  
a. Below 5    b. 6 – 10    c. 11 – 15    d. 16 – 20    e. Above 20
7. What is the average number of students you teach per course?  
a. Below 5    b. 6 – 10    c. 11 – 20    d. 21 – 40    e. Above 40
8. What is the level of students you teach in a semester?  
a. 100L only    b. 200L    c. 300L    d. 400L & above    e. Mixed (Postgraduate Inclusive)
9. How many international publications do you have?  
a. Below 10    b. 11 – 20    c. 21 – 30    d. Above 30
10. How many local publications do you have?  
a. Below 10    b. 11 – 20    c. 21 – 30    d. Above 30
11. How many textbook chapter contributions do you have?  
a. Below 10    b. 11 – 20    c. 21 – 30    d. Above 30

12. How often do employees get promotion in your university?  
 a. Every 3 years b. Every 5 years c. Every 7 years d. Not Specific

### Section B: Service Delivery Items

This section contains items to collect information from respondents on level of service delivery dimensions provided by private universities academic staff. Please respond to the statement in the tables below using the following scale;

Always (AL) = 4, Often (O) = 3, Rarely (R) = 2, Never (N) = 1

#### Academic Service Delivery (Teaching, Research & Community Service)

S/N	Items	Always (4)	Often (3)	Rarely (2)	Never (1)
1.	Make use of relevant instructional materials during classes/lectures for students' active learning				
2.	Finish every course syllabus with students before semester examinations				
3.	Available to students for resolution of their academic challenges				
4.	Supervise students research works to ensure quality				
5.	Work with students to identify societal problems and conduct research to proffer solutions				
6.	Attend academic conferences				
7.	Engage host community dwellers of your university on issues needing professional advice and other support				
8.	Participate in enlightenment programmes for societal development				
9.	Take part in electoral process supervision of the society				

### Section C: Academic Employee Psychosocial Factors

This section contains items to collect information on status of psychosocial factors (workload, academic freedom and workplace relationship).

Instruction: Please use the scale below to respond appropriately

Always (AL) = 4, Often (O) = 3, Rarely (R) = 2, Never (N) = 1

S/N	Items	Always (4)	Often (3)	Rarely (2)	Never (1)
1.	Lecturers are scheduled to take an average of five classes daily				
2.	Lecturers engage in other administrative functions such as students' advisory, school projects, committee meetings on daily basis				
3.	Lecturers must organise make-up classes for students offered admission at different times				
4.	Teach in multiple programmes in the university (Full-time, part-time, postgraduate, professional certificate etc)				
5.	Lecturers have liberty to research area of interest				
6..	Staff are allowed to have input in faculty decisions				
7.	Lecturers get punished for fixing classes at convenience as against the faculty time table				
8.	The University has process to protect teaching personnel against intimidation/molestation on campus or external authority.				
9.	Staff can easily get work support from colleagues and superiors within the university				
10.	Mentor-mentee relationship is encouraged in my university				
11.	Difficult job tasks are made simple with workplace friendship				
12.	Workplace relationship increases employees' service delivery in my university				

### Section D: Institutional Empowerment

This section contains items to collect information on level of institutional empowerment (training, employee recognition, job security). Please use the scale below to respond appropriately

Always (AL) = 4, Often (O) = 3, Rarely (R) = 2, Never (N) = 1

S/N	Items	Always (4)	Often (3)	Rarely (2)	Never (1)
1.	Induction and orientation programme is organized for all new employees in my university				
2.	Staff are scheduled for compulsory annual training				
3.	Management makes policies encouraging training participation in my university				
4.	My university is responsible for payment of workshops and seminars attended				
5.	University personnel are issued commendation letter for outstanding performance				
6.	My university do organize end of session awards to celebrate exceptional staff's productivity				
7.	Special parking space is decorated for staff with high performance in my university				
8.	Official news bulletin in my university features employee with superior service delivery				
9.	Employees are punished or relieved of their duties without fair hearing in my university				
10.	Job tenure are unsecured as employees can be fired at anytime				
11.	Confirmation of staff are done as and when due				
12.	Any slight misunderstanding between any staff and the proprietor, his family members and friends causes staff disengagement				

### Appendix II

**Lead City University, Ibadan**  
**Department of Art and Social Science Education, Faculty of Education**  
**Administrator Questionnaire (AQ)**

**Request to Participate in a Research**

Dear Esteemed Respondent,

I am a Ph.D student in the department of Educational Management and I am carrying out a study on “**Employee Psychosocial Factors, Institutional Empowerment and Service Delivery in Private Universities in Southwest, Nigeria**”.

This instrument is designed to collect information on the research title stated above. Please note that any information given is strictly meant for research purpose and shall be treated with utmost confidentiality, hence, your sincere response to all items in the instrument is highly solicited.

Yours Sincerely,

The Researcher

**Section A**

**Instruction:** Please, tick the space provided in front of the option that best fit your responses to the questions below

1. Gender:        Male ( )                      Female ( )
2. Age Range:    Less than 30 yrs ( )    31-40yrs ( )    41-50yrs ( )    Above 50yrs ( )
3. Years of Experience: Less than 10yrs ( ) 11-20yrs ( ) 21-30yrs ( ) Above 30yrs ( )
4. School Type: Secular ( )    Faith Based ( )
5. How many people (students and others) do you attend to on the average per day?  
a. Below 10    b. 11 – 20    c. 21 – 30    d. 31 – 50    e. Above 50
6. How often do employees get promotion in your university?  
a. Every 3 years    b. Every 5 years    c. Every 7 years    d. Not Specific

**Section B: Service Delivery**

This section contains items to collect information from respondents on level of service delivery dimensions provided by private universities academic staff. Please respond to the statement in the tables below using the following scale;

Always (AL) = 4, Often (O) = 3, Rarely (R) = 2, Never (N) = 1

**Non-Academic Service Delivery (Customer Relations, Work Habit & Employee Competence)**

S/N	I;	Always (4)	Often (3)	Rarely (2)	Never (1)
1.	respect students and other clients when expressing their opinions by listening raptly without mobile phone or other distractions				
2.	communicate clearly with students by ask right questions and giving timely feedback				
3.	make all my contacts have lasting memory of my service excellence				
4.	make myself available at my duty post and show care for the needs of students, parents and clients				
5.	maintain daily/weekly report of my achievements and errors				
6.	engage in private business during official hours to supplement my earnings				
7.	do anticipate likely issues and report to my superiors before they become problems to the university				
8.	have mastery of my job details and prioritize daily tasks				
9.	adhere to university policies and use initiatives when necessary				

### Section C: Employee Psychosocial Factors

This section contains items to collect information on status of psychosocial factors (workload, administrative autonomy and workplace relationship).

Please use the scale below to respond appropriately

Always (AL) = 4, Often (O) = 3, Rarely (R) = 2, Never (N) = 1

S/N	I;	Always (4)	Often (3)	Rarely (2)	Never (1)
1.	work after official closing time				
2.	have outstanding work at the end of session and do not observe annual leave or get recalled from leave				
3.	do come to work on weekends and public holidays				
4.	forget to have breakfasts or go for lunch in order to meet work deadlines				
5.	I am given considerate authority to take certain decisions				
6.	I can freely express my self-beliefs and ideals on campus without interference within or outside the university				
7.	I do get punished for using initiative that does not affect university policy negatively				
8.	I am in charge of my responsibilities and get fair chance to explain reasons for them				
9.	Staff can easily get work support from colleagues and superiors within the university				
10.	Mentor-mentee relationship is encouraged in my university				
11.	Difficult job tasks are made simple with workplace friendship				
12.	Workplace relationship increases employees' service delivery in my university				

### Section D: Institutional Empowerment

This section contains items to collect information on level of institutional empowerment (training, employee recognition, job security).

Please use the scale below to respond appropriately

Always (AL) = 4, Often (O) = 3, Rarely (R) = 2, Never (N) = 1

S/N	Items	Always (4)	Often (3)	Rarely (2)	Never (1)
1.	Induction and orientation programme is organized for all new employees in my university				
2.	Staff are scheduled for compulsory annual training				
3.	Management makes policies encouraging training participation in my university				
4.	My university is responsible for payment of workshops and seminars attended				
5.	University personnel are issued commendation letter for outstanding performance				
6.	My university do organize end of session awards to celebrate exceptional staff's productivity				
7.	Special parking space is decorated for staff with high performance in my university				
8.	Official news bulletin in my university features employee with superior service delivery				
9.	Employees are punished or relieved of their duties without fair hearing in my university				
10.	Job tenure are unsecured as employees can be fired at anytime				
11.	Confirmation of staff are done as and when due				
12.	Any slight misunderstanding between any staff and the proprietor, his family members and friends causes staff disengagement				

### Appendix III

#### Key Informant Interview Guide for Human Resource Managers

This instrument is designed to collect information from Head of Human Resources of Selected Private Universities in Southwest, Nigeria on research title stated above.

1. Please give the list of academic faculties and non-academic units in your university.
2. Please describe employee job responsibilities in your establishment (academic and non-academic)
3. Describe how you measure employee service delivery in the university.
4. Can you give a personal assessment of the volume of staff workload?
5. Kindly describe the status of workplace relationship (Top-bottom & Baseline) in this university.
6. How independent are staff in taking decisions relating to their work delivery?
7. How does the management handle staff complaints about organisational processes?
8. Are there end of month/semester/year/session awards/gifts to deserving staff?
9. How do you handle students' complaints about employees of the university?
10. What are the institutional empowerment strategies adopted by the management of this university?

## Bio data

### Personal Data

**Name:** Gabriel Oladotun OLATOYE

**Address:** 36, Olorunwa Close, Jehovah Residence, Oniwinde Eda Layout,  
Alakia, Old Ife Road, Ibadan.

**Postal Address:** 36, Olorunwa Close, Jehovah Residence, Oniwinde Eda Layout,  
Alakia, Old Ife Road, Ibadan.

**Date of Birth:** 22<sup>nd</sup> August, 1982

**State of Origin:** Oyo

**Local Government of Origin:** Lagelu

**Nationality:** Nigerian

**Gender:** Male

**Marital Status:** Married

**Next of Kin:** Mrs Abigail Morenikeji Olatoye

**Address of Next of Kin:** 36, Olorunwa Close, Jehovah Residence, Oniwinde Eda Layout,  
Alakia, Old Ife Road, Ibadan.

### B.

#### Institutions Attended With Dates:

Lead City University, Ibadan (2020 – 2023)

University of Lagos, Akoka, Nigeria (2015-2016)

University of Lagos, Akoka, Nigeria (2012 - 2015)

Olabisi Onabanjo University (2003 – 2007)

The Polytechnic, Ibadan (2000 – 2002)

### Academic Qualifications, Grades and Dates;

PhD Educational Management	2023
M.Ed Educational Planning & Administration	2016
Master of Business Administration (MBA) Finance)	2015
BSc.Ed Economics (2 <sup>nd</sup> Class Upper)	2008
National Diploma (Accounting)	2002
West African Examination Certificate	2000
Primary School Leaving Certificate	1992

### C.

**Work Experience:** Lead City University (2018 till Date)  
National Assembly Commission, Abuja (2015 – 2018)  
Kavido Nigeria (2011 – 2015)  
Bank Phb (2008 - 2010)

### D.

**Awards and Fellowships (if any)**

### E.

**Membership:**

Fellow, Chartered Institute of Human Resources Management	2022
Member, Chartered Institute of Administration (CIA)	2019
Member, Institute of Personality Development & Customer Relationship Management (IPD-CRM)	2019
Member. Teachers Registration Council of Nigeria (TRCN)	2019
Member, Institute of Professional Managers and Administrators of Nigeria (IPMA)	2019
Member, Nigerian Association for Educational Administration & Planning	2018
Member, Nigerian Institute of Management (NIM)	2013

### F.

**Publications:** Olatoye, G.O *Town-gown relationship: a compelling synergy for functional higher education in Nigeria. International Journal of Research and Innovation in Social Science.* 7(6), 2023, 1508-1515.

Olatoye, G .O & Ileuma, S. E, *Institutional empowerment strategies for academic service delivery sustainability in Nigerian private universities*. Lead City University Postgraduate Academic Conference, 2023.

Ebo, A. A & Olatoye G. O, *Human Resource Development Programs and Teaching Effectiveness of Secondary School Teachers in Oyo State, Nigeria*. 5<sup>th</sup> International Conference on Pragmatic Human Capital for Sustainable Development, 6th–8th June, 2022, 417-423.

Olatoye, G. O, *Institutional Administration, Employee Psychosocial Factors, Institutional Empowerment Strategies and Service Delivery*. PhD Thesis submitted to the Department of Arts and Social Science Education, Faculty of Education, Lead City, Ibadan, 2023.

Total Quality Management and Teacher's Productivity in Senior Secondary Schools in Ado/ Odo Ota Local Government Area of Ogun State. An unpublished Masters Thesis submitted to The Department of Educational Administration, University of Lagos, 2015.

**G.**

**Major Conferences Attended with Dates**

10<sup>th</sup> International Conference of Global Education Network held in University of Legon, Ghana from 27<sup>th</sup> to 31<sup>st</sup> August, 2018.

Paper presented: Availability and Utilization of E-Learning Facilities among Public Senior Secondary Schools in Ibadan Metropolis of Oyo State.

2020 Virtual Faculty Lecture of Faculty of Arts & Education, Lead City University, Ibadan.

Theme: Technological Innovation as a Precondition for Lifelong Learning in Nigerian Universities.

2022 Academic and Industry Edge Conference of the Department of Management and Accounting, Lead City University, Ibadan “Widening Skill Gap and The Future of Work”

Faculty of Arts & Education International Conference on Sustainable Development, Lead City University, Ibadan from 6<sup>th</sup> to 8<sup>th</sup> June, 2022.

Theme: Pragmatic Human Capital for Sustainable Development  
Paper Presented: Workload, Job Security and Public Secondary School Teachers’ Job Performance in Oyo State.

Annual Conference of the Chartered Institute of Administration held in Centre for Management Development, Management Village, Lagos from 27<sup>th</sup> to 28<sup>th</sup>, October, 2022.

**H.**

**Referees:**

Dr Michael Ayobami Owolabi ,  
The Director, Corporate Communications and Students Services,  
Lead City University, Ibadan.

Dr. Tunde Amusat,  
Consultant, Educational Services & Political Analyst, Fresh FM, Ibadan.

Barrister Sanyaolu .S Akinyele,  
Principal Partner, Akinyele Sanyaolu & Co, New Bodija, Ibadan.

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Signature

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Date

### The University Compliance Certification

This is to certify that this thesis by Gabriel Oladotun OLATOYE in the department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan Oyo State is in full compliance with the approved University format and style.

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Signature

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Date

*Do Not Copy, Lead City University, Nigeria*