

Chapter One

Introduction

1.1 Background to the Study

Many tertiary institutions are often concerned about how to meet the mission and vision of their institutions, and this could only be achieved through effective service quality of their employees. Service quality in tertiary institutions is seen as the efficient and effective delivery of services that meet the needs and expectations of students, faculty, and other stakeholders. In the university context, service quality refers to the competence of secretaries and the availability of adequate infrastructure to ensure services are delivered accurately, consistently, and in line with established standards. It encompasses the support, guidance, and assistance provided by secretaries to students, parents, university stakeholders, and the wider community. More broadly, service quality can be viewed as the interaction between policy makers, service providers, and service users, covering both the services themselves and the systems that sustain them. Recently, the drive for service quality has increasingly emphasized outcome assessment, which focuses on evaluating the results of educational and administrative processes to ensure efficiency and effectiveness¹.

Service quality in both private and public universities remain a central responsibility of secretaries in ensuring that the objectives of higher education are met. Enhancing the delivery of essential services supports long-term institutional development. Service quality reflects the implicit agreement between secretaries and university stakeholders and serves as a key measure of institutional effectiveness. A service is considered effective when its outcomes are valuable to students and other users of the university, and efficient when these outcomes are achieved

through optimal use of resources. Providing accessible and reliable services demonstrates sound university governance and helps institutional leaders secure ongoing support for their programs².

Secretaries play a vital role in the administrative operations of tertiary institutions, ensuring the smooth functioning of academic and administrative units. The quality of their service significantly impacts the efficiency, productivity, and overall reputation of these institutions. Secretaries in the university have different visions about what makes “good” service quality. In the education sector, stakeholders have differing expectations. Parents, learners, alumni, and academic staff seek affordable, accessible, safe, and high-quality education that enhances students’ life opportunities. On the other hand, providers such as teachers, lecturers, and administrative staff are more concerned with well-designed curricula, fair compensation, adequate incentives, professional respect, and a secure working environment. Thus, the effectiveness of service quality by secretaries in the university depends solely on addressing competing goals and expectations in ways that satisfy the students, academic staff and other stakeholders².

Delivering quality services in the university is an important pursuit for academic staff that seeks to create and provide value to students and support the academic staff in ensuring that teaching and learning go on smoothly without a hitch. Through the provision of high levels of service quality, university could achieve increased students, academic staff and stakeholders’ satisfaction, loyalty and therefore meeting the university’s vision and mission. To achieve high service quality and deliver value to students and other stakeholders, universities must carefully design service quality strategies and ensure their effective execution. Thus, both thorough planning and efficient

implementation of these delivery plans are essential components of a quality service system that benefits students, faculty, and the wider university community³.

Quality service is increasingly becoming a pervasive strategic force and a key strategic issue in any university. The growing competition among universities to recruit competent secretaries in support of strong academic performance has heightened the emphasis placed on service quality. It is of great importance that the teaching quality is significantly high because of the roles that secretaries play, since competition to attract, maintain and foster qualified secretaries amongst universities are fierce today. The quality of a university can be assessed by its capacity to plan effectively and to recruit competent, dedicated secretaries who are capable of performing diverse tasks, understand the institution's mission, and are committed to meeting its expectations. Growing emphasis on student learning outcomes and the need to reshape the teaching and learning environment accordingly require a more professional approach to both teaching and administrative practices within universities⁴.

The quality of secretaries has a direct influence on student and academic staff fulfillment. Students are usually satisfied with the outcome of service when secretaries help them to gain more information, improve their abilities, and provide feedback on evaluated work, reading material, getting their transcript for them, application for identity card among others⁴. For the academic staff, secretaries ensure that the minute of every meeting is well documented and provided to the appropriate authority when needed, as this goes a long way in ensuring that the goals and objectives of the tertiary institutions are met⁴.

Secretaries are increasingly expected to respond to the needs of diverse student populations, provide support at flexible times and locations, and demonstrate proficiency in the use of

information technology to serve students effectively. Their responsibilities now extend to tasks such as preparing academic records and transcripts, supporting curriculum design that emphasizes learning outcomes and interdisciplinary approaches, conducting evaluations, implementing improvements, and addressing feedback from both students and alumni. It also involves improving assessment and feedback, to meet employer and students' needs, and understanding how to use modern ICT in order to meet the vision and mission of the university. These responsibilities place considerable demands on the time and capacity of secretaries. Given the increasing scope of expectations and the growing complexity of their roles, it is natural that secretaries will demonstrate stronger competencies in some areas than others. Over time, their interests and productivity may shift, and such developments can ultimately contribute to enhancing the overall quality of services provided in tertiary institutions⁵.

However, Shortage of secretaries in some government-owned Nigerian universities has made secretaries to be overloaded with a lot of task and this could make them perform below expectations. Some secretaries fail to fully fulfill their responsibilities, exhibit inadequate planning of daily tasks, compromise academic integrity in assessments, and are slow to adopt modern practices that support faculty in the teaching and learning process⁶. Focusing on the role of secretaries on service quality efficiency, it is pointed out that, to achieve service quality efficiency, secretaries must possess various competences which include effective use of modern technology, office automation skills among others. Secretaries in their administrative role faces probably the biggest set of challenges to their working patterns⁵.

Another challenge is inadequate training and development which make many secretaries in Nigerian tertiary institutions to lack access to ongoing training opportunities. This limits their

ability to stay updated with modern administrative practices and technological advancements. Work overload is another challenge among secretaries in many Nigerian tertiary institutions which make them to find it difficult to often manage multiple responsibilities simultaneously, leading to stress and reduced efficiency. A lack of adequate support staff exacerbates this issue⁶. The measures of service quality are reliability, assurance, tangibles, empathy and responsiveness. These measures were adopted from service quality model (SERVQUAL)⁷.

Reliability is the ability of secretaries to provide reliable service immediately and accurately to students, staff and other stakeholders in the university. In tertiary institutions, this includes maintaining accurate records, handling confidential information appropriately, and ensuring the smooth execution of day-to-day operations⁷. Assurance refers to the measures taken by secretaries to ensure that a service meets the desired standards of quality and reliability. It is a key element of service quality, as it helps to build trust and confidence among people in the tertiary institution that the service they are receiving will be consistent and of a high standard. Assurance could involve implementing quality control measures, such as regular checks and audits, or providing training and support to secretaries to ensure that they are able to deliver quality service to people within the tertiary institution⁷. Another important aspect of SERVQUAL Theory is Tangibles.

Tangibles is refer to the physical evidence of the service, such as the appearance of facilities, equipment, personnel, and communication materials. In other words, tangibles are the tangible elements that people in the tertiary institution could see, touch, or hear when they interact with a service provider. Secretaries ensure that they meet peoples' expectations and providing a high-quality service experience within the institution⁸. Empathy is the ability of secretaries to

maintain good relationships, good communication, personal attention and understand the needs of students, staff and other stakeholders in the university. The core of empathy is for secretaries to convey the feeling that the students, lecturers and other stakeholders in the university are unique and special as this could make them attend to their various needs promptly. For effective service quality by secretaries in the university, the management of the university should also try to understand feelings of the secretaries and encourage them by providing an enabling environment⁸. Responsiveness means that services are carried out promptly according to the needs of the students, academic staff and other principal staff in the university by the administrative staff. This also looks at the time required to address various student needs, including requests for transcripts, letters of recommendation, semester results, payment of school fees, registration processes, dormitory check-ins, parental inquiries, as well as attending to suppliers, managing main gate operations, and responding to telephone information requests, among other tasks⁸. One of the factors that could influence service quality of secretaries is Information Communication Technology (ICT) self-efficacy.

Information Communication Technology (ICT) self-efficacy refers to an individual's confidence and competence in using ICT tools. For secretaries, this concept encompasses their belief in their ability to operate technology effectively and how this impacts their performance and the quality of services they provide. A secretary's ICT self-efficacy is shaped by factors such as prior experience with technology, independent learning ability, gender, and social influences. Research suggests a positive relationship between ICT self-efficacy and computer/information literacy when controlling for contextual and background variables. Proficient use of ICT can enhance a secretary's efficiency and effectiveness, whereas low competence may lead to reduced productivity. Moreover, ICT self-efficacy can increase the perceived usefulness of technology, as

secretaries recognize its potential to improve service quality.⁹. Some of the measures of ICT self-efficacy are mastery experience, vicarious experience and social persuasion which were adopted from social cognitive theory.

Mastery experience involves the ability of secretaries to effectively use digital tools, technologies, and systems to perform job-related tasks. for secretaries, this includes proficiency in office software, communication platforms, data management tools, and emerging technologies relevant to their roles as it could in turn enhance their service quality within the tertiary institution¹⁰. Vicarious experience involves acquiring ICT-related skills, knowledge, and confidence by observing colleagues, attending demonstrations, or engaging in mentorship. this form of learning can significantly impact the service quality secretaries deliver, as it complements hands-on practice and formal training¹⁰.

Meanwhile, social persuasion involves supervisors, peers, or trainers providing constructive feedback, recognition, and motivation to encourage skill development and boost self-efficacy in ICT-related tasks. when applied effectively, it can significantly improve service quality by enabling secretaries to embrace and optimize ICT tools in their roles. encouraging words from peers or supervisors help secretaries feel capable of mastering ICT skills, reducing anxiety about new technologies¹⁰. Another factor that could influence service quality is capacity building.

Capacity building refers to the process of developing and enhancing the skills, knowledge, and abilities of individuals to perform effectively in their roles. capacity building refers to initiatives that develop human resources and create an enabling environment for employees to perform effectively. in particular, human capacity building encompasses programs designed to enhance employees' skills and abilities, enabling them to carry out their own tasks successfully or support

others in accomplishing theirs. For secretaries in tertiary institution, capacity building is critical to ensuring they meet the dynamic demands of modern administrative roles in a rapidly changing academic environment. service quality can be strengthened through capacity building as well as through organizational stability supported by innovative strategies and advanced technologies. Capacity building may take the form of short-term or long-term programs aimed at improving employee performance, enhancing productivity, and increasing both individual and organizational competence. It involves the acquisition of essential knowledge, skills, and techniques necessary for effective job performance and high-quality service quality. Capacity building encompasses activities such as training, education, seminars, conferences, and workshops that establish the foundation for improved service quality. Additional approaches include induction programs, coaching, counseling, mentoring, succession planning, and professional development workshops¹¹.

Moreover, these activities serve to develop the essential knowledge, skills, and techniques required for delivering high-quality services effectively. It entails equipping and motivating employees to do what is expected of them. Capacity building equips secretaries with the tools and techniques needed to work more efficiently, improving their output and the overall administrative performance of the institution. Capacity building initiatives foster personal growth, job satisfaction, and career progression for secretaries, motivating them to contribute more effectively to their roles. some measures of capacity building include training, education and experience and knowledge acquisition¹².

Training is a crucial and effective tool for achieving organizational objectives and enhancing productivity. consequently, an organization's success largely depends on the competencies and skills of secretaries at administrative and operational levels, which are primarily developed

through the knowledge and training they receive. Training is particularly essential in light of evolving technologies, the increasing automation of work processes, rapid changes in administrative environments, and the growing demands of managing diverse workforces, all of which are key features of globalization¹³.

Education involves a combination of formal, informal, and experiential learning of secretaries aimed at equipping them with the knowledge and skills required to perform administrative and organizational tasks effectively. Education plays a pivotal role in shaping the competence, efficiency, and professionalism of secretaries in the modern workforce. For secretaries, education goes beyond acquiring formal qualifications; it encompasses the continuous process of learning, skill acquisition, and personal development required to meet the demands of their dynamic roles within the tertiary institution¹⁴.

Experience and knowledge acquisition refers to the knowledge, practical abilities, and attributes of individuals who contribute directly to organizational productivity and economic value. For effective service quality, secretaries are expected to possess skills such as technical skills which include proficiency in Microsoft office suite, document management systems, and enterprise resource planning (ERP) tools. Communication skills which include written and verbal communication, listening, and interpersonal abilities and organizational skills, which encompass time management, task prioritization, and multitasking. also, competencies go beyond basic skills to reflect the combination of knowledge, behavior, and attitude required to perform effectively in a specific role. Core competencies for secretaries include: confidentiality and integrity in handling sensitive information, professional judgment and discretion in managing office workflows, adaptability and problem-solving, especially in dynamic, technology-driven environments¹⁴.

although previous studies have explored various factors influencing employees' service quality, few have examined the combined effects of information communication technology (ICT) self-efficacy and capacity building on the service quality of secretaries in private tertiary institutions in Osun State, Nigeria. This gap underscores the need for the present study.

1.2 Statement of the Problem

Service quality is the main task of secretarial practice in tertiary institutions, and secretaries serve as the backbone of administrative processes, ensuring effective communication, record management, information dissemination, and coordination of institutional activities. In private tertiary institutions, where academic excellent and credibility is their main motive, the quality of service delivered by secretaries significantly influences institutional image, efficiency, and stakeholder satisfaction. However, low quality of service by secretaries has been observed. This could inhibit the mission and vision of institutions. This low quality of service could be caused by low ICT self-efficacy, lack of capacity building among other factors. In this digital era, for secretaries to deliver quality service, it is expected that they possess a high level of ICT self-efficacy confidence in their ability to effectively apply ICT tools in day-to-day operations. Unfortunately, varying levels of ICT competence among secretaries often lead to delays in communication, errors in documentation, ineffective record keeping, and poor responsiveness to stakeholder needs. These challenges could undermine the quality of service of secretaries in the tertiary institutions.

In addition, some private tertiary institutions may lack structured capacity-building programs that are tailored to the evolving needs of their administrative personnel. Some of these capacity building initiatives are either irregular, outdated, or poorly implemented. This raises concerns

about whether secretaries are adequately empowered to handle the increasing digital and service-oriented demands of their profession. Without continuous training and upskilling, secretaries may lack the requisite competence and confidence that are required to meet the expectations of the institutions, thereby inhibiting the quality of service. Despite the fact that ICT self-efficacy and capacity building have potentials to improve and enhance service quality among secretaries, it has not been adequately reviewed and investigated, as such, this study is set to address this literature gap. Therefore, this study seeks to investigate the relationships among ICT self-efficacy, capacity building, and service quality among secretaries in private tertiary institutions in Osun State, Nigeria.

1.3 Aim and Objectives of the Study

The aim of the study is to investigate the influence of information communication technology self-efficacy and capacity building on service quality of secretaries in private tertiary institutions in Osun State, Nigeria. The objectives of the study are to:

- i. identify the level of service quality of secretaries in private tertiary institutions in Osun State, Nigeria;
- ii. assess the level of information communication technology self-efficacy of secretaries in private tertiary institutions in Osun State, Nigeria;
- iii. identify the level of capacity building of secretaries in private tertiary institutions in Osun State, Nigeria.
- iv. determine the influence of information communication technology self-efficacy on service quality of secretaries in private tertiary institutions in Osun State, Nigeria;
- v. ascertain the influence of capacity building on service quality of secretaries in private tertiary institutions in Osun State, Nigeria.

- vi. determine the combined influence of information communication technology self-efficacy and capacity building on service quality of secretaries in private tertiary institutions in Osun State, Nigeria.

1.4 Research Questions

The following research questions guided the study:

1. What is the level of service quality of secretaries in private tertiary institutions in Osun State, Nigeria?
2. What is the level of information communication technology self-efficacy of secretaries in private tertiary institutions in Osun State, Nigeria?
3. What is the level of capacity building of secretaries in private tertiary institutions in Osun State, Nigeria?

1.5 Hypotheses

The following hypotheses are formulated and tested at 0.05 level of significance:

- H₀₁: There will be no significant influence of information communication technology self-efficacy on service quality of secretaries in private tertiary institutions in Osun State, Nigeria.
- H₀₂: There will be no significant influence of capacity building on service quality of secretaries in private tertiary institutions in Osun State, Nigeria.
- H₀₃: There will be no significant combined influence of information communication technology self-efficacy and capacity building on service quality of secretaries in private tertiary institutions in Osun State, Nigeria.

1.6 Significance of the Study

It is envisaged that the findings of the study, when completed, would be of benefit to the following stakeholders: Secretaries, Tertiary institution management, Human Resource professionals and researchers. The results of this study would provide secretaries with a better understanding of those factors that may enhance their service quality. The findings of this study would assist secretaries in identifying those skills such as the use of modern ICT tools needed for improved service quality. Also, the study would not only highlight the importance of self-efficacy in the adoption and utilization of modern ICT tools but will also advocate capacity-building initiatives tailored to their roles. Ultimately, the results of this study would empower secretaries by validating their centrality in institutional operations and by offering data-driven recommendations that can enhance their confidence, skillsets, job satisfaction, and overall career progression in a digitalized work environment

The study would equip tertiary institution administrators with improved management strategies, workshops and seminars to boost the morale of their secretaries in order to enhance performance and quality service. Also, it would make them provide the necessary ICT skills needed through workshops, training that would make the work of secretaries to be more efficient for quality service. Also, the findings would support institutional leaders in making informed decisions regarding resource allocation, policy formulation, and performance management strategies. Recognizing that secretaries are often the first point of contact for stakeholders within the institution, enhancing their effectiveness has a direct impact on the institution's public image, internal coordination, and service quality reputation.

The findings of this study would benefit human resource professionals as they would know those areas where they need to train secretaries, most especially on the aspect of acquiring ICT skills so as to be more effective in modern office for effective service quality in tertiary institutions. By establishing the links between ICT competence, self-efficacy, and service quality, HR managers will be better positioned to design competency frameworks, training modules, and career development paths that reflect the evolving role of secretaries. Additionally, the findings could serve as a tool for recruitment and retention strategies, helping HR practitioners to identify and nurture administrative talent equipped for the digital demands of modern educational institutions.

Finally, it would deepen the understanding of researchers and help fill the void in the literature on the service quality of secretaries, thus, hopefully, stimulating further research in this area. In addition, this study would contribute to knowledge by providing empirical evidence on information communication technology self-efficacy, capacity building and service quality of secretaries in private tertiary institutions in Osun State, Nigeria. It could thus pilot upcoming researchers as reference material on works related to it in order to augment their studies.

1.7 Scope of the Study

The contextual scope of the study focuses on information communication technology self-efficacy, capacity building and service quality of secretaries in private tertiary institutions in Osun State, Nigeria. The level of service quality of secretaries was measured by reliability of service, assurance of service, physical tangibles, empathy of secretaries and responsiveness to service. Mastery experience, vicarious experience, social persuasion and physiological and emotional state were the indicators for ICT self-efficacy while capacity building indicators

include training of secretaries, investment in education and experiences and knowledge acquisition.

The geographical scope of the study is delimited to selected private tertiary institutions in Osun State, Nigeria which included eight (8) universities, two (2) polytechnics and one (1) college of education. The reason behind the choice of these private tertiary institutions is because they are well known in the state and have a large number of students while considering their years of creation and operations, the needed data for this study can be adequately obtained. The study will cover Adeleke University, Ede, Bowen University, Iwo, Fountain University, Oshogbo, Joseph Ayo Babalola University, Ikeji-Arakeji, Kings University, Ode-Omu, Oduduwa University, Ipetumodu, Redeemer's University, Ede, Westland University, Iwo, Igbajo polytechnic, ICON universal Polytechnic, Osogbo, and Assanusiyah College of Education, Ode-Omu. The respondents include all secretaries in these tertiary institutions. The researcher focused on all the secretaries because they are responsible to the entire tertiary institutions' community for the provision of timely, accurate and objective information, advice, interpretation and application of policy.

1.8 Limitations to the Study

Limitations that were encountered in the process of carrying out this study included busy schedules and lack of cooperation on the part of the secretaries. Many of the secretaries could not fill in the questionnaire on time because of their busy schedules, while some of them said they were on holiday and that the questionnaires could be dropped and the researcher should come back to pick them up. Also, some of the secretaries were not willing to fill in the

questionnaire, but it took extra effort from the researcher to convince them that their confidentiality is secured and that data is just meant for academic purpose.

1.9 Operational Definition of Terms

In this study, the following terms were defined:

Service Quality: This is the capability of having the right infrastructure of delivering services correctly according to a particular standard and with consistency by secretaries in private tertiary institutions in Osun State, Nigeria.

Reliability of service: It is the ability of secretaries to provide reliable service immediately and accurately to students, academic staff and other stakeholders in private tertiary institutions in Osun State, Nigeria.

Assurance of service: It refers to the extent to which secretaries convey professionalism, competence, reliability, and ethical behavior in their day-to-day interactions with students, staff, and external stakeholders in private tertiary institutions in Osun State, Nigeria.

Physical tangibles: It means the physical evidence of the service, such as the appearance of facilities, equipment, personnel, and communication materials that are available for secretaries for effective service quality in private tertiary institutions in Osun State, Nigeria.

Empathy of secretaries: This means the ability of secretaries to maintain good relationships, good communication, personal attention and understand the needs of students, academic staff and other stakeholders in private tertiary institutions in Osun State, Nigeria.

Responsiveness to service: This means that services are carried out promptly according to the needs of the students, academic staff and other principal staff by secretaries in private tertiary institutions in Osun State, Nigeria.

ICT self-efficacy: It pertains to secretaries' confidence in using Information Technology tools and the extent to which this influences their performance and the quality of services in private tertiary institutions in Osun State, Nigeria. Self-efficacy is felt after successful experiences. Strong self-efficacy can be established by consistent behavior success. Self-efficacy can, however, be weakened or undermined if a task or challenge is not successfully completed¹⁶.

Mastery experience: This involves the ability of secretaries to effectively use digital tools, technologies, and systems to perform job-related tasks in private tertiary institutions in Osun State, Nigeria.

Vicarious experience: This means the ability of secretaries to acquire ICT-related skills, knowledge, and confidence by observing colleagues, attending demonstrations, or engaging in mentorship in private tertiary institutions in Osun State, Nigeria.

Social persuasion: It refers to the interactions and collaborative activities secretaries engage in to learn, share, and improve their Information and Communication Technology (ICT) skills in private tertiary institutions in Osun State, Nigeria.

Capacity Building: It refers to the process of building and improving the skills, knowledge, and competencies of secretaries to enable them to perform effectively in their roles within private tertiary institutions in Osun State, Nigeria.

Training of secretaries: It means a programme that is used to enhance the skill of secretaries to improve their efficiency in order to give quality service roles in private tertiary institutions in Osun State, Nigeria.

Investment in Education: It involves a combination of formal, informal, and experiential learning of secretaries aimed at equipping them with the knowledge and skills required to perform

administrative and organizational tasks effectively in private tertiary institutions in Osun State, Nigeria.

Experience and Knowledge Acquisition: This refers to knowledge, practical abilities and attributes that enable secretaries to perform their job tasks efficiently in private tertiary institutions in Osun State, Nigeria.

Secretaries: These are professional administrative staff whose responsibilities include supporting management, including executives, by applying a range of project management, communication, and organizational skills within private tertiary institutions in Osun State, Nigeria.

Endnotes

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Chapter Two

Review of Related Literature

This chapter reviews the existing literature relevant to the topic of the current study. The review aims to establish a theoretical foundation for the research and to identify gaps in the literature that justify the need for this study. The chapter is organized under the following main headings and subheadings;

2.1 Conceptual Review

2.1.1 Concept of Service Quality

2.1.2 Concept of Information Communication Technology self-efficacy

2.1.3 Concept of Capacity Building

2.2 Theoretical Framework

2.2.1 SERVQUAL Theory

2.2.2 Bandura's Theory of Self efficacy

2.2.3 Human Capital Theory

2.3 Review of Empirical Studies

2.3.1 Information Communication Technology Self-efficacy and Service Quality

2.3.2 Capacity Building and Service Quality

2.4 Conceptual Model

2.5 Summary of Reviewed Literature

Endnotes

2.1 Conceptual Review

2.1.1 Concept of Service Quality

Service is a broad concept with multiple interpretations, often defined according to the specific context in which it is applied. It can be understood as the way a service provider intends its employees, clients, or customers to perceive and experience the service. In a general sense, service refers to work performed for the benefit of customers, typically judged by whether it meets their expectations. The term delivery can be described as the transfer of goods, services, or other items that have been paid for to the intended recipient. Service quality, on the other hand, is commonly understood as an overall evaluation of service performance, similar to an attitude toward the service, and is widely regarded as a key determinant of customer satisfaction. It also refers to the actual provision of services and products to clients, where the manner in which a teacher or staff member delivers a program constitutes the quality of delivery¹. It is suggested that an evaluation of quality of delivery may require using a benchmark, either within or beyond that stipulated by an intervention designer. This could involve either delivering the intervention using techniques prescribed by the programme or applying a benchmark from outside the programme¹.

For higher education institutions worldwide, delivering quality services is a central concern. The overall quality of higher education is a critical factor for industrial, economic, and social development. While previous studies have highlighted that enhancing service quality is a key objective for higher education service providers, students' perspectives in evaluating and improving service delivery have often been overlooked. As primary stakeholders, students' experiences significantly shape the assessment of service quality in tertiary institutions. Moreover, student satisfaction is largely influenced by their perception of the quality of services

received. Recognizing the importance of this relationship, numerous researchers in higher education have examined and evaluated service quality. Most studies, however, have relied on a perception-expectation framework, frequently employing either traditional measures or adapted SERVQUAL instruments, with findings indicating that the dimensions of the adapted SERVQUAL model effectively capture service quality in higher education contexts².

Organizations routinely assess the quality of services they provide to clients to identify challenges and improve performance. In tertiary institutions, students and other clients frequently rely on the services of secretaries for various administrative needs. Institutions that deliver high-quality services ensure that these services meet or exceed the expectations of their clients. Contemporary definitions of service quality (SQ) conceptualize it as the comparison between perceived service performance and the clients' expectations, a framework rooted in the expectancy-disconfirmation paradigm. A tertiary institution providing high-quality services successfully aligns its performance with students' or clients' expectations while maintaining economic competitiveness².

Service quality represents the interaction between a service provider and the client, where the provider delivers a service, whether information or a task and the client experiences either value or loss as a result. High service quality by secretaries adds value for students, academic staff, and other stakeholders in tertiary institutions. One key area of service quality is the use of information technology infrastructure, which supports and enhances the work of secretaries. In ensuring service quality, secretaries define the content of the services they provide, clarify their roles and responsibilities, establish service expectations, and set timelines and accountability measures. Service quality practices are applicable across various organizational contexts, including universities and IT companies. In the case of secretarial work, information technology

provides standardized procedures and best practices that guide service delivery and help maintain consistent quality³.

Existing literature suggests that enhancing service quality contributes to increased profitability and strengthens long-term economic competitiveness. Improvements in service quality can be achieved through optimizing operational processes, promptly identifying and addressing problems, establishing valid and reliable performance metrics, and assessing customer satisfaction along with other performance outcomes. In the context of tertiary institutions, service quality reflects a secretary's ability to meet students' and other clients' needs efficiently, thereby enhancing overall institutional performance. From a business administration perspective, service quality represents excellence in customer service, evident at each point of interaction. Students and clients develop expectations based on prior experiences, recommendations, and institutional communications. Generally, they evaluate the service received against these expectations, and when perceived service falls short, dissatisfaction arises⁴.

For tangible goods, quality can be evaluated by inspecting the products and applying quality control measures to ensure they meet specifications, with defective items being rejected. However, service quality differs from product quality due to characteristics such as intangibility and inseparability, which prevent the service provider from fully assessing quality before it is delivered to the client. As a result, customers judge service quality by comparing their expectations with the perceived quality they experience. To systematically assess service quality, the SERVQUAL model was developed, grounded in the expectancy-disconfirmation paradigm. This model identifies the key dimensions of service quality and provides a standardized scale for measuring it⁵.

Service level management establishes a framework in which services are clearly defined and the expected levels of support are agreed upon. Within universities and other higher education institutions, this involves creating service level agreements (SLAs) and operational level agreements (OLAs) to guide service delivery. Furthermore, management delineates IT and organizational responsibilities and sets clear objectives for each role, ensuring that services are delivered effectively and that service quality is maintained. It is believed that it is the secretaries' personal relationships with students, academic staff and other stakeholders that reflect the best and quality of services delivered. Some organizations fail to recognize that while delivering excellent customer service is essential for achieving an institution's mission and vision, it is the personal connection established with each individual student that truly strengthens the link between student satisfaction and student retention⁵. In order to make students trust in the secretaries in the tertiary institution, the following points should be noted;

It is essential that every frontline staff member is equipped to make positive and effective impressions quickly. Research suggests that individuals form judgments within the first ten seconds of an interaction, and there is rarely a second chance to create a warm and welcoming first impression. Show appreciation to students, academic staff and other stakeholders in the institution. Thanking them in meaningful and thoughtful manner on every individual! Frontline encounter shows students, academic staff and other stakeholders that you care and appreciate their business.

Reviewing letters and email communications to ensure that the sound welcoming personalized and make students, academic staff and other stakeholders feel important and appreciated⁶. Answer questions from students, academic staff and other stakeholders by not only responding to their direct inquiry but by providing them with additional useful information. Students often

enjoy learning more about a potential purchase than what is written on a tag or a brochure among others⁶. Some of the measures of service quality include responsiveness, assurance, tangibility, empathy and reliability.

Reliability means the ability of academic staff to deliver the promised services dependably, accurately, honestly and consistently to students, academic staff and other stakeholders in the institution. Students seek services from which they can depend on. Reliability is a key dimension in nearly all service quality measurement models, reflecting its strong association with customer satisfaction and retention. Numerous studies have identified reliability as one of the most influential factors in meeting customers' expectations. In the context of education, service reliability can be further broken down into sub-dimensions, such as delivering services at the promised time, performing tasks correctly on the first attempt, and executing services according to plan. Reliability reflects the accuracy and dependability of service delivery, meaning that academic staff and administrative personnel consistently fulfill their responsibilities without errors. Ensuring that services are performed correctly the first time significantly contributes to higher levels of student and stakeholder satisfaction⁷.

Assurance encompasses the knowledge of academic staff as well as courtesy exhibited to inspire trust and confidence of clients. The skills and politeness of academic staff need to instill hope in clients. This aspect involves the employees' ability to discharge their duties, attitudes in attending to the needs of students, academic staff and other stakeholders in the university. The concept of assurance encompasses four main elements: competence, courtesy, credibility, and security. Competence refers to the ability of secretaries to perform their duties accurately and efficiently. This involves having a sound understanding of institutional processes, technological tools, and communication protocols. When secretaries are competent, they demonstrate a deep

grasp of their responsibilities and are able to offer clear, informed responses to inquiries from students, staff, or external stakeholders⁷.

Courtesy, another essential component of assurance, pertains to the respectful, polite, and considerate manner in which secretaries interact with others. Given their pivotal role in day-to-day operations, secretaries are frequently the first point of contact for visitors and clients. Their ability to engage with empathy, patience, and professionalism can determine the overall tone and experience of service delivery. A secretary who greets guests warmly, listens attentively, and responds respectfully contributes to an atmosphere of trust and satisfaction⁷.

Credibility, in this context, refers to the degree to which secretaries are perceived as trustworthy and reliable. Secretaries often handle confidential and sensitive information such as student records, staff documents, financial data, and internal communications. Their ability to maintain discretion, adhere to ethical standards, and act with integrity reinforces their credibility and ensures that stakeholders feel secure in sharing information and seeking assistance. Security, the final element under the assurance umbrella, emphasizes the importance of stakeholders feeling safe and confident when interacting with the administrative office. For instance, when secretaries effectively protect private data, prevent misinformation, and manage complaints or concerns with tact, they help create an environment in which users feel protected from institutional or procedural errors. This sense of security contributes to user satisfaction and encourages ongoing trust in the administrative system⁸.

Tangibility refers to the physical aspects of the service environment, including the condition of facilities, the appearance and attire of staff, and the equipment and tools required to deliver high-quality services to students, academic staff, and other stakeholders in the university. Timeliness

of activities of employees in providing urgent services to customers and payment of suppliers. While secretarial work is often intangible in terms of direct outcomes such as managing appointments, handling calls, or organizing meetings tangibles provide visible cues that reflect the overall efficiency and professionalism of the administrative support being provided. For example, a neat and orderly office space, updated computers, functional printers, and well-organized files all communicate a sense of readiness and capability. These tangible aspects are critical because they shape stakeholders' initial impressions and ongoing perceptions of service reliability and competence⁸.

Empathy, which is another dimension, requires academic staff to make frantic efforts to know their students, academic staff and other stakeholders in the university. Empathy also means that the staff have the clients' best interest in fulfilling, and as such they appreciate the individual needs. It also involves actively listening to clients and communicating in a way that is understandable to them. In the educational context, students expect academic staff to convey information clearly, using language that they can easily comprehend. They equally prefer that academic staff explain certain procedures to them personally on how to get some of their registration and other things done in the university, instead of doing so through other people within the university who are not staff members. Demonstrating empathy towards students fosters a sense of value and importance, which can promote student retention and encourage positive word-of-mouth. Research has identified empathy as a critical factor in driving customer satisfaction. Additionally, studies examining the relationship between service quality dimensions and the fulfillment of customer expectations have found a strong association, particularly between reliability and meeting those expectations⁹.

Responsiveness is one of the dimensions that make up the key factors used in the servqual tool for measuring the quality of service. Responsiveness is the willingness of secretaries to help the students, academic staff and stakeholders by providing prompt services to them. In other words, responsiveness also encompasses the employees' willingness to promptly render the service needed to assist students and other stakeholders in the university. Enrollees expect that appointments with secretaries should be made easily and quickly. Responsiveness, particularly in handling emergencies and issuing referral codes for enrollees in the program, emerged as a key factor contributing to overall student satisfaction with their inquiries. The level of quality service significantly impacts students and other stakeholders' satisfaction⁹.

2.1.2 Concept of Information Communication Technology Self-Efficacy

Information simply means processed data or information could also mean anything that aid in decision making. Communication according to them is the transfer of information from one person to the other or from place to place while technology refers to the use of scientific knowledge to invent new ideas that would assist human beings to overcome environmental hazards as well as making life comfortable for living, such as television, computer, cell phone etc. Therefore, the term Information and communication technology involves diverse sets of technologies tools used in order to facilitate the handling of information to ease communication between human and various electronic systems. Information and Communication Technology has become a basic requirement for social, political, educational, and technological advancement. It has improved economics as well as aid in efficient management of organizations globally¹⁰.

Information and Communication Technology (ICT) does not have a single universally accepted definition, as scholars have approached the concept from various perspectives. Broadly, ICT can be defined as any system designed to collect, process, and distribute information using

computers. Information technology specifically refers to the application of computers and related technologies for the acquisition, organization, storage, retrieval, and dissemination of information. Computers handle the processing and storage of data, while telecommunications technologies provide the tools for communication. Additionally, some authors describe ICT as the equipment and software used for acquiring, analyzing, manipulating, storing, and distributing information, encompassing both the tools themselves and their design for these purposes¹⁰.

Some scholars define Information and Communication Technology (ICT) as a combination of tools used in managing information, encompassing processes for converting, storing, processing, transmitting, and retrieving data. They further argue that ICT relies primarily on four categories of technology: (1) computer hardware, including personal computers, midsize servers, mainframe systems, and the associated input, output, and storage devices; (2) software, such as web browsers, productivity suites, and business application software; (3) telecommunications and network technologies, which include media processors, telecommunications infrastructure, and the software that enables both wired and wireless access to the Internet and networks; and (4) data resource management technologies, including database management systems and software used to develop, access, and maintain organizational databases.¹¹.

The continuous evolution of Information and Communication Technology (ICT) has significantly transformed the operational environment for professionals responsible for service quality. ICT has shifted from being a mere convenience to becoming an essential component, requiring managers to develop the necessary skills to deliver effective and efficient services. Scholars argue that acquiring ICT competencies is crucial for managers, as it enables them to leverage available resources and provide proactive, high-quality services in the digital age. This

highlights the critical role that ICT proficiency plays in shaping and enhancing managerial effectiveness in service quality¹¹.

In tertiary institutions, management relies heavily on secretaries' skills to achieve organizational goals. The primary responsibilities of secretaries include gathering and disseminating information efficiently and cost-effectively to end users such as supervisors, colleagues, students, clients, and other organizations, as well as safeguarding and retrieving information when needed. In the organization, she is also important to the organization because of her ability to remain calm under extra-ordinary condition of work pressures and human demands¹². Information and Communication Technology (ICT) plays a crucial role in facilitating these functions, as secretaries would struggle to meet expectations without it, potentially affecting overall job performance. ICT equips secretaries to perform their duties more effectively, producing higher-quality outputs, fostering a positive work attitude, and enhancing their ICT skills. Consequently, it supports the efficient and effective management of various administrative tasks within the organization¹³.

ICT self-efficacy can be understood as an individual's perceived ability to perform specific computer tasks and their confidence in using computers for a variety of applications. It is often referred to as computer self-efficacy, reflecting a person's judgment of their own capability in operating computer systems. This concept relates to the level of confidence one has in using different programs and devices, such as desktops, laptops, or minicomputers, to accomplish tasks. Essentially, computer self-efficacy represents an individual's belief in their ability to perform computer-related activities within a general computing environment, as well as the ease and comfort with which they can navigate and manage these tasks without stress¹⁴.

Computer self-efficacy can be categorized into three main levels among users: beginning skills, advanced skills, and file and software skills. Beginning skills include having confidence in tasks such as entering and saving data (numbers or text), typing or writing efficiently, exiting software properly, and correctly storing data and applications on a computer. Advanced skills involve a deeper understanding of the three stages of data processing—input, processing, and output—using computers to organize information, explaining the functions of hardware components (e.g., keyboard, monitor, disk drive, CPU), utilizing various software programs, and performing data analysis. File and software skills encompass tasks such as installing and running software, adding or deleting information from data files, organizing and managing files, understanding why a program may or may not run on a given computer, and troubleshooting software issues¹⁵.

Secretaries with high levels of Information Communication Technology (ICT) self-efficacy tend to exhibit greater competence and confidence when using digital tools, fostering a proactive attitude toward learning and adopting new technologies. This positive orientation enables them to deliver high-quality services by effectively leveraging technology in their tasks. ICT self-efficacy refers to an individual's belief in their own ability to use and navigate various technological and digital tools effectively. The concept is derived from Albert Bandura's self-efficacy theory, which emphasizes an individual's belief in their capacity to accomplish specific tasks or goals. In this context, ICT self-efficacy specifically describes a secretary's confidence in their ability to successfully utilize computer and web-based technologies¹⁵.

The theory of self-efficacy posits that individuals must possess confidence in using new technologies to employ them effectively. The integration of Information Communication Technology (ICT) into office environments has become a crucial driver of advancements in research, teaching, and learning. ICT provides enhanced avenues for managing, storing, and

disseminating information, marking a significant shift from traditional methods. Its utility extends across multiple facets of office operations, supporting both core and sub-component functions. Given its transformative potential, ICT has become essential for the collection, processing, and distribution of information among managers. Globally, managers are leveraging ICT to deliver services with greater efficiency and effectiveness, highlighting its role as a key enabler of improved service quality and transformative managerial practices across various domains¹⁶.

The widespread adoption of Information and Communication Technology (ICT) has profoundly transformed organizational operations across diverse sectors. In educational institutions, ICT has become a critical enabler of administrative functions and service quality. Secretaries, as key administrative personnel, play a central role in ensuring effective operations, communication, and service quality. As institutions adapt to rapidly evolving technological environments, secretaries' proficiency in using ICT tools is essential for sustaining and enhancing service quality. In the digital age, secretaries are expected to utilize a wide range of technologies, including email systems, document processing software, database management tools, and communication platforms. Their competence in leveraging these tools directly affects the efficiency of administrative processes, collaboration among staff, and the overall quality of services provided to students, faculty, and other stakeholders¹⁶.

The theory of self-efficacy, grounded in Bandura's framework, identifies four sources that influence an individual's confidence: mastery experiences, vicarious experiences, social persuasion, and physiological and emotional states. These factors can directly or indirectly enhance the self-efficacy of secretaries. Mastery experiences refer to the skills and competence a secretary develops through education and training; the more a secretary is trained in using a

specific ICT tool, package, or software, the greater their expertise and confidence. Education and training, therefore, play a crucial role in improving a secretary's ICT skills. Vicarious experiences involve gaining confidence through observing or empathically participating in the experiences of others. For example, if a secretary observes a colleague effectively using an ICT tool or software and believes that they can perform the same tasks, they gain a vicarious experience. Such experiences can be facilitated through guided observation or mentorship, allowing the secretary to build confidence in performing similar ICT-related tasks independently¹⁷.

Social persuasion occurs when an individual or group attempts to influence another person's beliefs, attitudes, or behaviors. In the context of secretaries, it refers to the process of shaping their attitude toward the use of Information Communication Technology (ICT) through interactions and communication with colleagues who are proficient in ICT tools. Social persuasion serves as a form of social influence that can modify behavior and enhance confidence in performing ICT-related tasks. ICT itself can act as a powerful tool for influencing behavior and is increasingly integrated into organizational policies aimed at promoting desired practices. For instance, studies in North America have shown that goal setting and support mechanisms embedded in ICT applications can significantly enhance the perceived effectiveness of persuasive interventions, such as encouraging environmentally responsible behaviors in households¹⁷.

A secretary's Information Communication Technology (ICT) self-efficacy can be enhanced through mastery experiences, vicarious experiences, or social persuasion involving ICT tools, devices, or software. It reflects the process of acquiring knowledge and skills through active engagement with computer systems. A secretary's ICT self-efficacy may improve over time as

they use technology consistently to perform tasks. Continuous practice and repeated use allow an individual to develop expertise in a particular area, building both competence and confidence. Experience, defined as the knowledge or skill gained from prolonged engagement in a specific activity, enables secretaries to become more proficient in using ICT. Enhanced ICT skills strengthen self-efficacy, which in turn influences the acceptance and effective utilization of technology. This indicates that integrating self-efficacy into research can inform strategies for ICT skills development, ultimately promoting greater adoption and effective use of Information Communication Technology¹⁸.

Internet self-efficacy can be distinguished from computer self-efficacy (CSE) in that it refers to an individual's belief in their ability to successfully perform the specific behaviors required to access, navigate, and utilize the internet effectively. ICT self-efficacy, more broadly, assesses a person's perceived capability in using information and communication technologies. In tertiary institutions, secretaries manage the information needs of supervisors, students, clients, and other stakeholders. To provide timely and accurate information, they must be proficient in using ICT applications such as word processors for editing and formatting documents, simulation software for modeling real-life scenarios, spreadsheet tools like MS Excel, database software such as MS Access, and graphic or desktop publishing software like CorelDRAW and PageMaker. These tools enable secretaries to complete tasks more quickly and efficiently than would be possible manually. ICT tools are electronic devices designed to capture, process, store, transmit, and retrieve information, providing a scientific and systematic approach to managing organizational information effectively¹⁸.

Information Communication Technology (ICT) self-efficacy can be enhanced through prior computer experience, as mastery experiences provide a foundation for developing confidence in

using technology. Secretaries with greater computer experience tend to exhibit more independent control and confidence in their use of ICT tools. Additionally, ICT skills training has been shown to improve self-efficacy, which in turn positively influences technology acceptance. Research indicates that individuals who participate in training programs demonstrate higher levels of self-efficacy and an increased sense of competence in using technology. Vicarious experiences, such as observing and interacting with peers in supportive environments like libraries, can also strengthen self-efficacy. Other contributing factors include personal exposure to technology, formal training, constructive feedback, and prior successes or failures with digital tools¹⁹.

Secretaries with high levels of ICT self-efficacy tend to approach technological challenges with confidence, persistence, and a proactive mindset, whereas those with lower levels may show hesitancy, frustration, or avoidance when faced with technology-related tasks. ICT tools serve as enablers and innovation instruments; when used effectively, they can drive processes and solutions that significantly enhance organizational performance. In the context of tertiary institutions, secretaries utilize a range of ICT tools, including computers, the internet, software applications, and digital cameras, to efficiently perform their duties and support administrative functions:

Computers, the first modern electronic devices, emerged during World War II through a collaboration between the US Navy and Harvard University. The Harvard Mark I occupied approximately 120 cubic meters and, although impressive at the time, required three seconds to multiply two ten-digit numbers—a processing speed that would be considered extremely slow by today's standards. About three decades later, in 1971, the first personal computer, the Kenbak-1, was introduced. In 1976, Steve Jobs and Steve Wozniak developed the Apple I, marking the beginning of a new era in personal computing. Over the following years, personal computers

underwent numerous incremental innovations, becoming smaller, lighter, more powerful, and more visually appealing. While the computer itself is a major technological innovation, its transformative impact was significantly amplified by the development of operating systems. Initially, computers were operated manually via keys, with batch systems using punched cards appearing between 1955 and 1965. During the 1970s, command-line systems became common, and by the 1980s, graphical user interfaces emerged, shaping the modern computing experience as we know it today¹⁹.

The Internet was initially developed during the Cold War as a means to exchange and share confidential military information. After the Cold War ended, the project was expanded for broader communication purposes. In 1992, Tim Berners-Lee introduced the World Wide Web, which rapidly increased public access to the Internet. By 2003, over 600 million people were connected to the network. Another transformative technological innovation is the Global Positioning System (GPS), which also originated from a military initiative under the U.S. Department of Defense. The first GPS receiver was tested in 1982, and the system became fully operational in 1995. Today, beyond navigation, GPS is widely used in various fields; for instance, scientists employ it to precisely record the location and timing of sample collections²⁰.

ICT is a technological innovation that made significant advances beginning during World War II. In 1943, Warren McCulloch and Walter Pitts published the first article on neural networks. In 1950, Claude Shannon explored programming a chess-playing machine, while Alan Turing introduced his famous Turing Test to determine whether a machine could convincingly imitate human conversation. A major milestone in AI development occurred in 1956 with the Dartmouth Conference. Two years later, in 1958, the Lisp programming language was introduced, eventually becoming the standard for AI systems. In 1959, Arthur Samuel of MIT coined the

term "machine learning." Today, AI is widely applied in various domains, including virtual assistants like Alexa and Siri, autonomous vehicles, and smart home technologies, demonstrating its pervasive impact on modern life²⁰.

Software applications represent a significant technological innovation in organizational management, particularly in the area of innovation management. They provide effective solutions that often replace less efficient tools, such as complex spreadsheets or intranets, enhancing organizational productivity. Research has shown that the use of IT tools, including knowledge management systems, positively impacts employee productivity, as evidenced in studies conducted in Chinese polytechnics. Digital cameras are another example of technological innovation, allowing for high-quality photography without the need for film development. Innovations in this domain are seen not only in product design, such as creating cameras that are 100 grams lighter, but also in processes, for instance, incorporating advanced features like image stabilization that improve functionality and efficiency²⁰.

Studies have shown that the use of information technology tools, such as knowledge management systems, can positively influence employee productivity, as evidenced in Chinese polytechnics. IT tools are essential for fostering creativity and innovation because they help focus the mind, streamline tasks, and enhance productivity. Using the right tools allows individuals to accomplish more in less time and with greater accuracy. For instance, idea sketching tools are particularly effective for accelerating the innovation process. By quickly recording and visualizing ideas, users can explore a wider range of possibilities, identify the most viable options, and eliminate less promising concepts before investing significant time and resources, thereby saving both effort and energy²⁰.

Idea sketching tools also facilitate more effective communication of concepts to others. These tools, which range from simple pen-and-paper methods to advanced mind-mapping software or electronic drawing tablets, allow individuals to quickly and visually capture their ideas. The key is to use tools that enable clear and efficient expression of thoughts in a visual format. Similarly, idea generation tools enhance creativity by enabling the production of numerous ideas, thereby increasing the likelihood of identifying valuable solutions. In today's fast-paced environment, finding uninterrupted time for creative thinking can be challenging. Tools such as creative thinking card decks, mind maps, free writing exercises, and ideation techniques like brain writing provide structured ways to generate ideas rapidly. These methods can be applied individually or collaboratively, offering freedom from external distractions and allowing participants to explore ideas at their own pace without the pressure of immediate deadlines²⁰.

Creativity tools can be a key differentiator in an organization's success, enabling individuals and teams to innovate more quickly and effectively. But what exactly are creativity tools, and how do they function? While these tools serve a variety of purposes, they are generally classified into three main categories: ideation, collaboration, and evaluation. Visualization tools, in particular, help transform ideas into tangible outcomes more efficiently. While imagination alone is limited to what already exists in the mind, visualization techniques use mental imagery to generate ideas that are closer to reality, providing new perspectives and starting points that accelerate innovation. In educational institutions, Information and Communication Technology (ICT) tools have become indispensable for enhancing service quality, supporting administrative efficiency, and facilitating better communication and workflow management:²¹.

The Student Information System (SIS) is widely employed in academic institutions to manage student records, course enrollments, grades, and other essential data. SIS streamlines

administrative processes such as registration, tracking academic progress, and generating transcripts, ensuring that students' needs are addressed promptly and accurately. By utilizing SIS, educational institutions can improve service quality by reducing paperwork, enhancing the efficiency of student management, and providing more accessible and responsive administrative services²¹.

"Learning Management Systems (LMS) represent another vital category of ICT tools that significantly influence service quality in academic institutions. Platforms such as Moodle, Blackboard, and Canvas facilitate online course delivery and management by enabling educators to organize course materials, assignments, and assessments in a centralized digital environment. By providing a seamless learning experience, LMS enhances student engagement, streamlines instructional delivery, and improves the overall quality of education and administrative service. In addition to LMS, ICT tools for communication and collaboration—such as email platforms and video conferencing software—are essential for efficient interactions among students, faculty, and administrative staff. Email continues to serve as a primary communication medium for timely correspondence, while tools like Microsoft Teams, Zoom, and Slack support real-time collaboration, particularly in remote or hybrid learning contexts. Collectively, these technologies enhance service quality by promoting effective communication, teamwork, and knowledge sharing within educational institutions²².

One of the major challenges secretaries face in providing information services using ICT is apathy, lack of awareness, and technophobia. Additional constraints include insufficient bandwidth, outdated ICT facilities, and inadequate funding, all of which hinder effective internet utilization. Erratic power supply further limits the use of ICT tools, as inconsistent electricity disrupts access to electronic resources. In Nigeria, frequent power outages have been identified

as a significant obstacle for administrative and managerial staff. Moreover, internet connectivity in many African countries remains poor, unreliable, scarce, and costly. Users often experience slow speeds and frequent service interruptions, as internet services are rarely dedicated. The high cost of connectivity has been linked to the limited availability and capacity of national fiber-optic infrastructures, which restricts widespread and reliable access to digital resources²².

In the contemporary landscape of educational institutions, the integration of Information Communication Technology (ICT) has brought about transformative changes in the delivery of quality services. Within this context, the proficiency of individuals, particularly office managers and secretaries, in utilizing ICT has become a critical determinant of service efficiency and effectiveness. This relationship is anchored in the concept of ICT self-efficacy, a psychological construct derived from Bandura's self-efficacy theory (1986), which emphasizes an individual's belief in their capability to effectively engage with and employ technology. ICT self-efficacy reflects a person's confidence in navigating and using digital tools successfully, and this confidence has a direct influence on how office managers execute administrative tasks, manage information, and interact with students, faculty, and other stakeholders. Higher levels of ICT self-efficacy enable secretaries to leverage technology more effectively, thereby enhancing service quality, productivity, and overall institutional performance²².

Secretaries with high levels of Information Communication Technology (ICT) self-efficacy tend to demonstrate greater competence, confidence, and adaptability when employing digital tools, thereby fostering a proactive approach to continuous learning and the adoption of emerging technologies. This positive disposition paves the way for enhanced service quality by enabling secretaries to leverage ICT tools effectively in carrying out their responsibilities. The link between ICT self-efficacy and service quality is evident in the tangible outcomes it produces.

Secretaries proficient in ICT are better positioned to streamline administrative workflows, facilitate timely communication, manage data efficiently, and provide swift access to information. These competencies translate into improved operational efficiency, where essential tasks such as record-keeping, scheduling, report generation, and correspondence are executed seamlessly and with minimal error. Ultimately, strong ICT self-efficacy enhances not only individual performance but also the collective service quality capacity of the institution, thereby contributing to a more effective, reliable, and responsive administrative support system²³.

2.1.3 Concept of Capacity Building

Capacity building has been defined by scholars in various ways, depending on their perspectives and criteria, yet a common thread across these definitions revolves around the outcome or ‘product’ of human capacity building (HCB) channels. Broadly, capacity building refers to the enhancement of skills, knowledge, and competencies that individuals utilize in personal and professional contexts. The genesis of one’s human capital is thus a direct function of the knowledge and skills acquired through diverse learning activities. Human capital encompasses not only knowledge and competence but also attitudes and behaviours embedded within the individual. This perspective was corroborated by scholars who affirmed that the notion of ‘capital’ highlights the knowledge, skills, and abilities accumulated throughout an individual’s educational journey whether through compulsory education, postsecondary training, vocational programs, or workplace experience. In this sense, human capital is best understood as an investment individuals make in themselves with the expectation of improving their performance and productivity. Furthermore, it has been argued that human capital is a conglomerate of multiple elements, including education, professional experience, training, intelligence, energy, trustworthiness, and initiative. Collectively, these factors shape the overall value of a worker’s

contribution to an organization, thereby underscoring the importance of continuous capacity building in sustaining individual growth and institutional effectiveness²⁴.

Human capital is often considered the most critical intangible resource within an organization, as it provides the expertise and capabilities required to deliver products and services that meet customer needs or solve their problems. It reflects the collective pool of knowledge, skills, experiences, talents, and competencies that employees bring to the workplace, as well as the organization's capacity for innovation and creativity. Although investment in human capital continues to grow, there is still no universally accepted method for quantifying its impact on organizational performance or capturing it on financial statements. Closely linked to this is structural capital, which refers to the systems, processes, databases, intellectual property, and other organizational assets that remain when employees are absent. Unlike human capital, structural capital belongs to the organization itself and can be replicated, transferred, or shared across units. Human capital, by contrast, embodies the knowledge and abilities residing within individuals. It represents the blend of competencies, personal attributes, and skills that enable employees to carry out tasks and generate economic value. These qualities are developed over time through both formal education and informal learning, including training, work experience, continuous development, and on-the-job practice²⁴.

Scholars generally define capacity building (CB) as the processes or mechanisms through which individuals enhance their human capital. It is essentially an approach aimed at developing people's potential to improve both individual and organizational performance. Capacity building is often viewed as the foundation of empowerment, with empowerment representing the benefits gained from exposure and learning. The process of capacity building can be categorized into three main forms. The first is through science, technology, and innovation (STI) learning, which

involves formal education such as pre-secondary and post-secondary schooling. The second is through doing, using, and interacting (DUI), which represents informal learning pathways including work experience, apprenticeship, mentorship, observation, and continuous practice. The third form is a combination of STI and DUI, which integrates both theoretical knowledge and practical application. In line with this, research emphasizes that the most effective learning strategies for management education include experiential learning, project-based learning, fieldwork, simulations and games, as well as problem-based learning²⁵.

Capacity building encompasses human resource development, the enhancement of managerial systems, and institutional development, which involves creating an enabling environment through participatory approaches. Within the context of a knowledge-based economy, organizations place strong emphasis on optimizing scarce resources and leveraging knowledge to enhance competitiveness and overall effectiveness. Knowledge, skills, and abilities are regarded as intangible assets that serve as vital tools for sustaining organizational growth. Continuous education and training, coupled with the rapidly evolving global technological landscape, are essential for maintaining organizational competitiveness. To uphold a high standard of living and organizational productivity, it is necessary to continually upgrade the workforce's knowledge, skills, and training levels²⁵.

Capacity building enhances employees' abilities by equipping individuals, organizations, and societies with the skills and competencies required to perform functions, solve problems, and achieve set objectives. The theoretical foundation of performance improvement highlights that Economic Theory alongside Human Capital Theory, Scarce Resource Theory, and Sustainability Theory—plays a vital role in improving organizational performance, complementing perspectives such as Psychology Theory and Systems Theory. Within the framework of

Economic Theory, Human Capital Theory emphasizes the importance of labor optimization and the accumulation of employees' knowledge, skills, and abilities as drivers of improved capacity. The roots of this concept trace back to the eighteenth century when Adam Smith underscored the role of human capability in production. Later, Theodore W. Schultz formally introduced the term 'human capital' in his seminal work published in the American Economic Review, where he described it as an investment in human resources²⁶.

Organizations strengthen capacity building through investments in education, training, and health. Human capital is comprised of a range of components such as abilities, knowledge, skills, personal talents, behavior, and effort, with time being an overarching factor that enhances their value. Knowledge includes elements such as intelligence, IQ, and both general and specific job-related expertise. Skills reflect the practical application of expertise in work, often involving physical ability and task execution. Talent represents innate personal qualities that can be further developed, while behavior reflects ethical standards, norms, values, and observable actions. Effort denotes the application of individual resources including talent, knowledge, and experience towards achieving success. Human capital can be accumulated through various channels, including formal education, vocational training, health improvement, and even migration. These forms of investment enable employees to develop competencies in diverse ways. From the organizational perspective, human beings are treated as valuable assets, and investments in their development are expected to yield future returns through improved performance and productivity. Similarly, individuals also invest in their own education and training with the expectation that the acquired knowledge and skills will contribute to career growth and advancement²⁷.

Capacity building may take the form of either long-term or short-term training, designed to enhance employees' performance, boost productivity, and increase both individual and organizational competence. It involves the systematic acquisition of knowledge, skills, and techniques necessary for effective job performance and service quality. Capacity building initiatives typically include training programs, formal education, seminars, conferences, mentoring, and workshops, all of which serve as foundations for improved service quality. Additional activities such as induction, coaching, counseling, and succession planning also contribute to strengthening employees' competencies. These interventions collectively measure and enhance employees' ability to acquire the requisite skills for delivering efficient services. In the Nigerian public sector, particularly within tertiary institutions, human capacity building has played a crucial role in advancing employee productivity, strengthening manpower, and fostering a stronger sense of responsibility. Conversely, neglecting capacity building often results in reduced employee engagement, diminished productivity, and overall organizational inefficiency²⁷.

Capacity building, therefore, encompasses human resource development (people), institutional development, and the broader policy environment within which tertiary institutions operate and interact. It also plays a vital role in ensuring the effective allocation and utilization of human resources across competing demands. Broadly defined, capacity building refers to activities that enhance the knowledge, skills, abilities, and behaviours of individuals while simultaneously strengthening institutional structures and processes. This dual focus enables organizations to achieve their missions and goals more efficiently and sustainably. For tertiary institutions, the ultimate aspiration is to remain highly competitive and sought after. Consequently, institutional management places strong emphasis on delivering services of the highest quality to all stakeholders, including staff, students, parents, vendors, and government agencies²⁸.

Tertiary institutions play a critical role in enhancing employees' service quality through targeted capacity building initiatives. The need for such programs often arises when employee performance is found to be inadequate or inconsistent. These institutions provide a wide range of academic programs designed to develop knowledge, skills, and competencies relevant to various careers. Tertiary institutions include universities, polytechnics, monotechnics, colleges of education, and other related establishments. As third-tier educational institutions, they offer vocational, technical, agricultural, legal, business, medical, and social science education, equipping individuals with the expertise required to excel in their respective fields²⁸.

Secretaries, as part of the non-teaching staff, serve as essential pillars supporting the execution of activities that ensure the achievement of tertiary institutions' goals and objectives. Their services are indispensable across departments and units, providing critical support for the success of management, academic staff, and students. The role of secretaries in mediating between management, staff, and students is unparalleled, making their contribution vital to institutional operations. Tertiary institutions cannot function effectively without the administrative, technical, financial, library, medical, security, and maintenance services they provide. Efficient and effective non-academic services are crucial for the attainment of the institutions' specified goals and objectives. A secretary, as a non-teaching staff member, significantly influences the progress and overall performance of the organization. Often regarded as the life-blood of an institution whether public or private secretaries serve as assistants to executive officers or heads of units and departments. Their core responsibilities include organizing meetings, typing and managing correspondence, safeguarding office documents, receiving visitors, and maintaining the integrity of institutional information²⁸.

For secretaries to deliver high-quality services, it is essential that tertiary institutions invest in capacity building. Quality service provision by tertiary institutions contributes to an increase in applicants through the Joint Admission Matriculation Board (JAMB), as students seek admission into institutions known for efficiency and excellence. This underscores the importance of continuous capacity building for secretaries, enabling them to assume supportive roles effectively. Research has shown that workforce development enhances employees' readiness to adopt and utilize technological tools necessary for effective service quality and institutional sustainability. In the Nigerian public sector, capacity building has been linked to increased productivity, manpower advancement, and a stronger sense of duty among employees. As such, capacity building serves as a critical enabler of employees' competency and overall service quality. Conversely, failure to implement capacity building initiatives may lead to decreased worker engagement, lower productivity, and reduced organizational efficiency²⁹.

Capacity building offers numerous advantages, including the enhancement of staff skills, the development of individual competencies, and the ability to manage, maintain, and sustain organizational standards for long-term survival. It improves employees' career prospects by providing training and development opportunities that equip them with additional knowledge, expertise, and appropriate workplace attitudes. Through capacity building, employees' job performance is strengthened, and organizational stability is enhanced via the adoption of new strategies and advanced technological approaches. Capacity building can be delivered through both long-term and short-term training programs and serves as a catalyst for individual and organizational improvement, productivity, and competency development. It emphasizes the acquisition of essential knowledge, skills, and techniques necessary for effective job performance and the delivery of quality services. Key activities within capacity building include

training sessions, seminars, workshops, induction programs, coaching, counseling, succession planning, and mentoring. Collectively, these activities foster the development of capabilities that directly contribute to enhanced job performance and service quality²⁹.

Capacity building can, at times, be resource-intensive and may not always yield immediate positive outcomes. Therefore, it is crucial for organizations to conduct a thorough evaluation before embarking on any capacity building initiatives. Effective capacity building involves strengthening key organizational areas, including administration, finance, human resources, and facilities. Many organizations recognize that staff training is essential to support specific elements of system-wide change. For instance, team-building training is often necessary to integrate staff from various partner agencies each with its own identity, work culture, program rules, and job expectations into a cohesive system that delivers seamless service quality and a shared customer-service approach. Additionally, staff often require training in computer literacy and specialized ICT skills, as modern services increasingly rely on up-to-date information technologies to serve customers and support internal management functions. Training is also needed to help staff transition from narrow, program-specific roles to broader service functions that draw on multiple funding streams and contribute to the overall objectives of the organization³⁰. One of the measures of capacity building is training.

Training is a vital mechanism that provides learning opportunities, ultimately contributing to customer satisfaction through enhanced organizational commitment. It is a structured process aimed at improving the knowledge, skills, and attitudes of secretaries to achieve the objectives of the organization. Through systematic training programs, essential professional knowledge is imparted, practical skills are honed, and workplace attitudes are aligned with organizational expectations. Training represents a deliberate effort to reshape behavior, enhance competencies,

and refine attitudes through learning, instruction, education, and planned experiences, all intended to boost employee efficiency. Organizational commitment, in turn, refers to the psychological bond employees develop with their employer. Employees who exhibit strong commitment typically perceive themselves as integral members of the organization, recognize their relevance, and demonstrate a clear understanding of the organization's goals³¹.

Every organization seeks to attract customers and secure their long-term loyalty, with customer satisfaction being the key driver of continued patronage. In this context, training plays a crucial role in enhancing overall organizational performance by fostering personality growth, improving problem-solving abilities, developing time management and soft skills, promoting quality improvement, supporting goal-setting, and strengthening workplace communication. Through training, management and staff acquire essential knowledge, skills, and competencies, which they apply to address organizational challenges and advance their career goals. Consequently, investing in the development of employees' skills is a strategic approach to boosting productivity and overall organizational effectiveness³².

The choice of training method for an organization largely depends on factors such as available time, budget, and qualified personnel. Generally, training and development approaches are categorized as either on-the-job or off-the-job methods. On-the-job training involves learning while performing work tasks and includes techniques such as apprenticeship, mentoring, and job rotation. Apprenticeship allows employees to acquire new skills by observing experienced colleagues carry out their duties. Although this method can be time-intensive, it has proven to be highly effective. Mentoring pairs a junior or new employee with a more experienced colleague who guides them through organizational tasks and processes. Job rotation involves moving employees across similar roles within the organization, for example, transferring an accountant

to the audit department, to broaden their skills and experience. Off-the-job training, on the other hand, takes place outside the regular work environment. This approach allows employees, such as secretaries, to engage in learning free from workplace pressures, providing a refreshing experience that can enhance their motivation, skills, and overall service quality.³³.

Investment in educational of secretaries is a key determinant of their competence, efficiency, and overall contribution to administrative service quality. Secretaries are often the first point of contact in institutions, and their roles extend beyond clerical duties to encompass communication management, record keeping, office coordination, and the use of digital platforms for institutional operations. Qualifications prepare secretaries with essential skills such as word processing, shorthand, document management, office procedures, and interpersonal communication. However, in today's technology-driven environment, institutions increasingly require secretaries who are also proficient in Information and Communication Technology (ICT)³². The experience and knowledge acquisition of secretaries in institutions form a critical foundation for effective administrative performance and service quality. While formal education provides secretaries with the basic skills necessary for office work, it is through practical experience and continuous knowledge acquisition that they refine these skills and adapt to the dynamic demands of institutional environments. Secretaries serve as the administrative backbone of institutions, and their ability to manage records, coordinate communication, and support managerial functions is often enhanced by years of hands-on practice in office settings³³.

2.2 Theoretical Framework

2.2.1 SERVQUAL Theory

The SERVQUAL theory known as RATER model was developed by Parasuraman, Zeithaml, & Berry³⁴. The SERVQUAL model evaluates service quality by examining the discrepancies between what customers expect from a service and their perception of how the service is actually delivered. It has been established that service quality can be understood as a function of the gap between customer expectations and actual service performance, a concept explored extensively in the early 1980s. The originator of this theory also highlighted five dimensions of the SERVQUAL model, the first being reliability, which refers to the consistency and dependability of service quality. Reliability implies that the organization completes the service correctly the first time and fulfills its commitments. This includes accurate billing, proper record³⁴.

Responsiveness is seen as the willingness and readiness of employees to deliver service efficiently. It encompasses the promptness of service, such as quickly mailing transaction slips, returning customer calls without delay, and scheduling appointments in a timely manner. Assurance pertains to the employees' knowledge, skills, and professionalism, as well as their capacity to inspire trust and confidence in clients. Competence involves possessing the necessary expertise and know-how to carry out the service effectively. Courtesy reflects the politeness, respect, consideration, and friendliness demonstrated by staff during interactions. Additionally, it includes the employees' trustworthiness, honesty, and credibility in their service quality³⁴.

Empathy refers to the personalized care and attention given to customers, including the accessibility and approachability of service providers and their efforts to understand and meet customer needs. Tangibles encompass the physical aspects of service quality, such as the condition of facilities, the appearance of staff, the tools and equipment used, the presentation of the service, and the presence of other customers within the service environment. In a study conducted by Zeithaml, Parasuraman, and Berry, over 1,900 customers of five well-known

national companies were asked to allocate 100 points across the five service quality dimensions. The average allocation was: reliability 32%, responsiveness 22%, assurance 19%, empathy 16%, and tangibles 11%. While reliability was consistently identified by customers as the most important dimension, it is also the area where many service providers tend to underperform³⁴.

The SERVQUAL model frames service quality by examining the gaps between customers' expectations across its five dimensions and their perceptions of the service actually received. When a discrepancy arises, it is termed a "gap." This model was developed after consistent patterns emerged from interviews conducted in the study. While some insights were specific to particular industries, overarching similarities across sectors allowed for the creation of a generalizable service model. A key finding from analyzing the responses was that there exists a set of critical discrepancies or gaps in how service quality is perceived versus how it is delivered. These gaps can present significant obstacles to providing services that customers recognize as high quality³⁴.

The first gap is that; service firm managers do not always have a clear understanding of which service attributes customers consider most important, what features are necessary to satisfy customer needs, or the level of performance required to deliver high-quality service. Factors contributing to this gap include a lack of marketing research orientation, insufficient upward communication from front-line staff to management, and the presence of multiple hierarchical layers that separate contact personnel from top-level managers. The second gap is; Management Perception–Service Quality Specification Gap. Various factors, such as limited resources, market pressures, or management apathy, can create a mismatch between management's understanding of customer expectations and the service specifications that are actually implemented. This discrepancy is likely to influence how consumers perceive service quality.

One common way this gap arises is through inadequate comprehension of the system being designed, including a weak grasp of fundamental process design principles.

Service Quality Specifications–Service Quality is the third gap. Even when clear guidelines are established for delivering services effectively and interacting appropriately with customers, achieving consistently high service quality is not guaranteed. Managers acknowledge that there is often a disparity between how consumers perceive service quality and the actual performance of employees, making standardization challenging. The fourth gap is Service Quality–External Communications Gap; External communications play a significant role in shaping both customer expectations and their perceptions of the service received. When there is a mismatch between what is communicated externally and the actual service delivered such as overpromising or failing to provide sufficient information about service quality customer perceptions can be negatively impacted. Overstated promises may create high initial expectations, which, if unmet, result in a diminished perception of service quality³⁴. The fifth gap is Expected Service–Perceived Service Gap; Customers' evaluations of service quality are shaped by the difference between what they expect and what they actually experience. Perceived service quality is determined by both the size and direction of the gap between expected service and the service as delivered.

It is essential to recognize that service quality gaps on the marketer's side can have either positive or negative implications. The impact on service quality depends on both the magnitude and the direction of each gap. For example, Gap 3 is favorable when the actual service delivered surpasses the established specifications, but unfavorable when the service fails to meet those standards. Research by Parasuraman and colleagues revealed that, across different types of services, consumers generally use similar criteria to assess service quality. These criteria align

with the SERVQUAL dimensions discussed earlier. From the consumer's perspective, perceived service quality emerges from the comparison between expected service and the service actually received³⁵.

The process of comparing and evaluating perceived service is similar to how consumers assess goods, although the characteristics used to evaluate services differ in nature. SERVQUAL outcomes can help identify specific areas or aspects of a service where an organization excels or falls short relative to customer expectations. The model can also be used to track service quality over time, benchmark performance against competitors, or gauge overall customer satisfaction within a service sector. Organizations and industry groups can leverage insights from SERVQUAL to enhance their service quality, address shortcomings, and continuously exceed customer expectations³⁵.

Furthermore, the combination of expectation-perception results and demographic information can support more effective customer satisfaction strategies. It is crucial for service providers to establish a target level of service quality and communicate this standard clearly to both employees and customers. This allows employees to understand their responsibilities while providing customers with a clear idea of the service level they can anticipate. The SERVQUAL model emphasizes the challenges of maintaining consistently high service quality across all customers and situations. In particular, it identifies areas where gaps may occur between the expected service and the perceived actual service. The culmination of these gaps leads to Gap 5, which represents the potential difference between customer expectations and their perception of the service received³⁵.

This theory is relevant to this study because the assurance dimension of SERVQUAL relates to the knowledge, courtesy, and ability of employees to inspire trust and confidence in the service. Secretaries play an essential role in establishing this sense of assurance. They are often in charge of communicating with external parties, scheduling appointments for senior administrators, and ensuring the smooth running of meetings or events. By applying SERVQUAL, institutions can ensure that their secretarial staff not only meet but exceed the expectations of students, faculty, staff, and other stakeholders, leading to enhanced organizational performance and improved stakeholder satisfaction.

2.2.2 Bandura's Theory of Self efficacy

Self-Efficacy theory by Albert Bandura is a central concept within his broader Social Cognitive Theory, underscores the critical role of beliefs in one's capabilities to perform a task in determining the level of motivation, effort, and perseverance a person will invest in a given activity. Bandura first introduced the concept of self-efficacy in 1977 and later expanded it to encompass various dimensions of human behaviour. Self-efficacy refers to an individual's belief in their ability to execute behaviours necessary to produce specific performance attainments. These beliefs, according to Bandura, are crucial in shaping how individuals approach challenges and tasks, influencing their behaviour, emotional well-being, and cognitive processes³⁶.

Self-efficacy is the belief in one's abilities to achieve specific goals. It is not about the skills themselves but rather the confidence one has in their ability to use these skills effectively in different situations. This belief affects how people think, behave, and feel. High self-efficacy encourages individuals to face challenges head-on, persist through setbacks, and achieve higher levels of success. In contrast, low self-efficacy can lead to self-doubt, avoidance of challenges,

and a diminished ability to cope with adversity³⁷. According to Bandura, there are four sources of self-efficacy and these are:

Mastery Experiences is the most influential source of self-efficacy is personal experience. Successfully completing a task or overcoming a challenge enhances one's sense of self-efficacy, while failure can undermine it, particularly if failures occur before one has established a sense of efficacy. Vicarious Experiences (Modeling) could be described as observing others successfully perform a task can increase an individual's belief in their own abilities, especially if the observed individual is perceived as similar to oneself. Bandura suggested that witnessing others' successes or failures can provide valuable learning experiences that inform one's own self-efficacy beliefs.

Social Persuasion is the verbal encouragement from others, particularly from those who are perceived as credible and supportive, can enhance self-efficacy. Conversely, negative feedback or lack of support can diminish confidence and inhibit performance. Physiological and emotional states is the physical and emotional responses that individuals experience when facing a challenge also play a role in self-efficacy. For example, anxiety or stress may lead individuals to doubt their abilities, while positive emotions can foster a stronger belief in their capabilities³⁷.

According to Bandura's theory, self-efficacy plays a pivotal role in shaping human behaviour and motivation. An individual's belief in their ability to succeed influences the goals they set, the effort they expend to achieve them, and the persistence they demonstrate when faced with obstacles. High self-efficacy leads to: Goal setting and it is the situation in which individuals with high self-efficacy are more likely to set challenging goals for themselves, as they believe in their ability to meet them. These goals are often self-determined, as people with high self-efficacy tend to have a clear vision of what they can achieve³⁸. Effort and persistence means that

those with strong self-efficacy tend to put more effort into tasks and are more likely to persist in the face of challenges. When they face difficulties, they are more inclined to use problem-solving strategies and seek alternative routes to success.

Coping strategies also influence how individuals cope with setbacks. Those with higher self-efficacy are more likely to approach challenges positively, viewing them as learning opportunities. In contrast, those with lower self-efficacy are more likely to give up, avoid challenges, or become discouraged. Self-efficacy extends beyond the educational sphere into organizational settings, where it can influence job performance, employee engagement, and leadership effectiveness. In organizations, employees' self-efficacy influences their ability to tackle work-related challenges, adopt innovative solutions, and persevere through obstacles³⁹. For example, employees who believe in their ability to meet work expectations are more likely to embrace new responsibilities, learn new skills, and contribute actively to organizational goals. Moreover, leaders with high self-efficacy are more likely to inspire and motivate their teams, create supportive environments, and guide their organizations through difficult periods. As such, self-efficacy can be considered a critical factor in improving individual and collective organizational performance.

While Bandura's theory of self-efficacy has received widespread acclaim, it has also faced criticism. One of the primary criticisms is that the theory overemphasizes individual agency and underestimates the role of environmental factors in shaping behaviour. Critics argue that Bandura's focus on individual beliefs may ignore broader structural and societal influences that can hinder personal efficacy, such as poverty, discrimination, and lack of access to resources⁴⁰. Furthermore, Bandura's work has been critiqued for a lack of attention to the emotional and social contexts that influence self-efficacy, particularly in relation to marginalized or vulnerable

populations. For instance, individuals from disadvantaged backgrounds may experience challenges to their self-efficacy that are not solely attributable to personal beliefs but also to systemic barriers⁴¹.

This theory is relevant to this study because secretaries with high self-efficacy are more likely to set goals for professional development, continuously improving their skills, knowledge, and competencies. They are also more likely to engage in lifelong learning, attend training programs, or seek opportunities for career advancement. By improving their competencies, these secretaries not only boost their own performance but also contribute to the overall improvement of service quality within the institution. For example, secretaries who attend professional development workshops on customer service, time management, or technology may enhance their ability to deliver exceptional service.

2.2.3 Human Capital Theory

Human Capital Theory (HCT) is a framework for understanding the role of human abilities, skills, knowledge, and experience in economic productivity and organizational performance⁴². It posits that investments in education, training, health, and other forms of development increase an individual's productivity, thereby benefiting both the individual and the society or organization at large. This theory, which originated in the field of economics, emphasizes the importance of human capabilities in achieving sustainable growth, improved service quality, and enhanced organizational effectiveness. Human capital refers to the collective skills, knowledge, and attributes that individuals possess, which contribute to their ability to perform in various roles within the economy or a given organization. Human Capital Theory integrates economic principles with the understanding of labor as a key component of production and performance

within both businesses and national economies. The Human Capital Theory suggests that investing in education and training enhances workers' productivity and efficiency. Consequently, education is considered a fundamental component of human capital⁴².

Some of the measures of this theory include: investment in education, training, health and well-being, experience and knowledge acquisition, employee skills and competencies and returns on human capital investment. Investment in education and training in Human Capital Theory means that investments in education and training are crucial for developing the skills and competencies that increase an individual's ability to perform tasks efficiently and effectively. These investments improve knowledge bases and enhance skills, contributing to the individual's potential for higher productivity and, subsequently, improved performance in the workplace⁴³. Health and Well-being does not solely refer to intellectual or technical capabilities. Physical and mental health also play a significant role in improving productivity. A healthy workforce is more capable of handling job demands, contributing to better performance outcomes and greater job satisfaction. According to HCT, improving the health of individuals is an investment that enhances their ability to work, thus positively impacting service quality and organizational performance.

Experience and Knowledge Acquisition means that as individuals gain more experience in their roles, they become more adept at performing specific tasks, solving problems, and making decisions. Over time, this experience leads to higher competence, greater confidence, and the capacity to handle more complex or challenging tasks. Knowledge acquisition through formal and informal learning opportunities further enriches human capital, allowing employees to apply innovative solutions, improve productivity, and meet organizational goals⁴³.

Employee skills and competencies reveals that in a competitive labor market, employees with specialized skills and competencies often command higher wages and are in higher demand. These skills include technical, cognitive, and interpersonal abilities that employees bring to their roles. For organizations, cultivating and nurturing these skills within their workforce is a key to improving organizational performance, service quality, and overall efficiency. Returns on human capital investment shows that individuals and organizations see returns on their investments in human capital in the form of higher wages, increased job satisfaction, improved organizational performance, and enhanced service quality. For organizations, the return on investment manifests greater productivity, reduced turnover, higher levels of innovation, and better customer satisfaction⁴³.

This theory could be applied in the organization because organizations that view employees as valuable assets tend to invest heavily in their development. Providing opportunities for training, workshops, and continued education improves the employees' abilities to carry out tasks efficiently and innovatively. When organizations build strong human capital through continuous development programs, the employees' growth and performance also align with the organization's strategic objectives, thus improving organizational output and service quality. Also, HCT suggests that skilled, educated, and experienced employees are highly valuable assets to organizations. As a result, organizations must focus on attracting and retaining the right talent. By offering competitive wages, benefits, and professional development opportunities, organizations can maintain a workforce with high levels of human capital. In turn, employees are likely to stay longer with the organization, which leads to reduced turnover and higher levels of service continuity⁴⁴.

As organizations invest in developing their employees' skills, knowledge, and experience, they tend to see improvements in productivity. Employees equipped with better tools, techniques, and capabilities are more effective in performing tasks and finding innovative solutions to problems. In industries that rely on high levels of innovation, such as technology, healthcare, and finance, investing in human capital is crucial to maintaining a competitive edge and delivering high-quality services. HCT intersects with concepts like organizational culture and social capital. Employees' skills and experiences are shaped by the organizational environment they are part of. A culture that encourages collaboration, knowledge sharing, and continuous learning leads to the creation of social capital—relationships and networks that enable information flow, problem-solving, and collective organizational growth⁴⁴.

Despite the popularity of this theory and its use, some scholars have criticized it. Some Critics argue that Human capital theory places too much emphasis on individual investments in education and training, neglecting external factors such as social and economic conditions that influence individuals' opportunities and success. Not all individuals have equal access to the resources needed for human capital development, such as education and healthcare, which can limit the theory's applicability in certain contexts. Some critics argue that the focus of human capital theory is too heavily on the economic benefits of human capital investment, such as increased wages or job productivity. This focus on quantitative measures can obscure the qualitative benefits of human capital development, such as enhanced job satisfaction, employee well-being, and the broader societal contributions of an educated and skilled workforce⁴⁴.

This theory is relevant to this study as it underscores the importance of organizations and institutions in enhancing the capacities of individuals or employees, particularly through entrepreneurial skills, to promote national development and sustainability.

2.3 Review of Empirical Studies

2.3.1 ICT self-efficacy and Service Quality

A study investigated the influence of technology self-efficacy on service quality among academic staff in public universities in Southwest Nigeria. The researchers collected data from 264 academic staff members and employed structural equation modeling to analyze the relationships. The findings revealed that higher levels of technology self-efficacy significantly predicted increased service quality. Moreover, ICT adoption served as a mediating factor, suggesting that when employees are confident in their technological abilities, they are more likely to engage with ICT tools, leading to higher service quality. This enhanced engagement can translate into improved service quality, as engaged employees are more committed to delivering superior services⁴⁵. Another study examined the impact of self-efficacy on service quality among library personnel in Kwara State, Nigeria. The study revealed a significant negative relationship between self-efficacy and service quality, indicating that higher self-efficacy was associated with lower job performance among the participants. This counterintuitive finding suggests that while self-efficacy is generally considered beneficial, other contextual factors, such as organizational support and resource availability, may influence its effectiveness in enhancing service quality⁴⁶.

Another similar study explored the influence of library personnel's self-efficacy and social media use on service quality in university libraries in Lagos State, Nigeria. The study found that both self-efficacy and social media use significantly influenced service quality. Personnel with higher self-efficacy were more adept at utilizing social media platforms, which in turn enhanced their ability to deliver quality services. This finding underscores the importance of fostering self-efficacy among employees to leverage modern communication tools effectively, thereby improving service quality⁴⁷. A study investigated the role of psychological capital and

information literacy skills as determinants of job performance among academic staff in Southwest Nigeria. The study highlighted those employees possessing high psychological capital and information literacy skills demonstrated superior job performance. While the focus was broader than ICT self-efficacy alone, the findings suggest that a combination of positive psychological resources and proficiency in information-related skills contributes to enhanced service quality⁴⁸.

A study examined the relationship between self-efficacy and research output among librarians in polytechnic libraries in South-South Nigeria. The findings indicated that librarians with higher self-efficacy exhibited greater research productivity. This suggests that self-efficacy not only influences individual performance but also contributes to the overall service quality provided by librarians, as increased research output can enhance the resources and services available to library users⁴⁹. Another similar study that was conducted in Lagos examined the relationship between computer self-efficacy, data quality management, and service quality among Health Information Management professionals. Finding showed that the level of computer self-efficacy was moderate. The results demonstrated that higher computer self-efficacy was associated with improved service quality, highlighting the importance of ICT competencies in the healthcare sector⁵⁰. A study examined the relationship between ICT application and service quality among extension workers in North-Central Nigeria. The findings indicated that effective application of ICT tools significantly enhanced the service quality of extension workers, leading to improved service quality to workers. This underscores the importance of ICT proficiency in facilitating efficient communication and information dissemination in the agricultural sector⁵¹.

A study explored the mediating effect of self-efficacy on the relationship between ICT acceptance, work experience, and employability among undergraduate students in Nigerian

universities. The study found that self-efficacy significantly mediated the relationship between ICT acceptance and employability, indicating that students with higher ICT self-efficacy were more likely to accept and effectively use ICT, thereby enhancing their employability. Although this study focused on students, the findings are applicable to organizational settings, emphasizing the role of ICT self-efficacy in improving service quality⁵². A study investigated whether Internet Self-Efficacy (ISE) moderates the association between Information Technology Ability (ITA) and successful ageing among older employees in Ghana, Kenya, and Nigeria. The findings indicated that higher ITA was associated with successful ageing, including improved functioning and engagement with life. Moreover, ISE positively moderated this relationship, suggesting that employees with higher ISE could leverage their ITA more effectively, leading to better service quality and overall performance⁵³.

Another recent study examined gender differences in ICT usage, self-efficacy, attitude, and anxiety among technical university students in Ghana. The study revealed that male students reported more frequent use of ICT, higher self-efficacy, and a more positive attitude towards ICT compared to their female counterparts. These findings highlight the need for organizational interventions to address gender disparities in ICT self-efficacy, which can influence service quality⁵⁴. Another study assessed the effect of self-efficacy, age, gender, and computer experience on readiness in teaching with ICT among tutors at Bagabaga College of Education in Ghana. The study found that higher self-efficacy and computer experience significantly predicted tutors' readiness to integrate ICT into teaching. This suggests that enhancing ICT self-efficacy among educators can lead to improved teaching quality, which indirectly affects the service quality of educational institutions⁵⁵.

A study explored the relationship between ICT self-efficacy and public service quality in Ghana. The research indicated that the successful implementation of e-government services led to improvements in public service quality. This underscores the importance of ICT competencies among employees in enhancing service quality⁵⁶. A study examined the relationship between ICT self-efficacy and employee performance in Ugandan telecommunication companies. Findings revealed a strong positive correlation between ICT self-efficacy and service quality efficiency. Employees with higher self-efficacy demonstrated better problem-solving skills and quicker adaptation to technological advancements, which enhanced their overall service quality⁵⁷. A similar study was conducted on the effect of ICT training programs on the self-efficacy of public sector employees in Uganda. The study found that targeted ICT training significantly increased employees' confidence in using digital systems, leading to enhanced customer service and operational efficiency. Self-efficacy was identified as a critical mediator between training and improved service quality⁵⁸.

A study explored the role of ICT self-efficacy in enhancing service quality among secretaries in Ugandan universities. It was found that the level of ICT self-efficacy was moderately high. The findings showed that employees with high ICT self-efficacy were more effective in using university management systems, which improved student satisfaction and the overall quality of administrative services. The study highlighted the need for continuous professional development to sustain high ICT self-efficacy levels⁵⁹. A more recent examined the role of gender in ICT self-efficacy among employees in the banking sector in Uganda. The findings indicated that male employees reported higher levels of ICT self-efficacy compared to their female counterparts, resulting in better performance metrics in customer service roles. The study recommended organizational policies to address gender disparities through mentorship and inclusive training

programs⁶⁰. A study assessed the influence of ICT self-efficacy on the quality of healthcare services in urban health centers in Uganda. Employees with high ICT self-efficacy were better at utilizing health information systems, which improved patient record management and service quality. The study emphasized the importance of building ICT competencies in healthcare settings to enhance service quality⁶¹.

A study examined the relationship between ICT self-efficacy and service quality among employees in the retail sector in South Africa. The study found that employees with high ICT self-efficacy were more adept at using digital tools to enhance customer experience, leading to increased customer satisfaction and organizational success. High ICT self-efficacy was linked to reduced task-related errors and faster service quality⁶². Another similar study explored the impact of ICT training programs on the self-efficacy of public service employees in South Africa. The findings revealed that structured ICT training significantly boosted employees' confidence and competence in using government e-services platforms. Employees with high self-efficacy demonstrated better problem-solving skills, which translated into improved service quality for citizens⁶³.

Another study investigated the role of ICT self-efficacy in enhancing service quality in South Africa's healthcare sector. The study revealed that healthcare workers with higher ICT self-efficacy were more efficient in managing electronic health records and telemedicine platforms, leading to improved patient care. ICT self-efficacy emerged as a critical factor in the successful implementation of health information systems⁶⁴. Another study assessed gender disparities in ICT self-efficacy among employees in South Africa's financial sector. The findings indicated that male employees reported higher ICT self-efficacy compared to their female counterparts. This disparity affected service quality, as employees with lower self-efficacy were less confident in

using digital tools. The study recommended targeted interventions to address these disparities, such as inclusive ICT training and mentorship programs⁶⁵. Another study examined ICT self-efficacy among secretaries in South African universities. The research found that employees with higher ICT self-efficacy were better at utilizing digital platforms for student enrollment, record-keeping, and communication. This resulted in faster response times and greater student satisfaction. The study highlighted the importance of continuous professional development programs to sustain high ICT self-efficacy levels⁶⁶.

A study examined the role of organizational support in fostering ICT self-efficacy. Their study in South Africa's telecommunications sector found that organizations investing in ICT infrastructure and providing regular technical support significantly enhanced employees' confidence in using digital tools. This, in turn, led to better customer service and operational efficiency⁶⁷. A similar study investigated the relationship between ICT self-efficacy and service quality in Kenya's banking sector. The study revealed that employees with high ICT self-efficacy demonstrated superior customer service, improved response times, and better use of digital banking platforms. It was also found that there was a significant influence of ICT self-efficacy on service quality of employees. It was concluded that enhanced ICT self-efficacy was linked to increased customer satisfaction and loyalty⁶⁸.

Another study was conducted on ICT training programs in Kenya's public sector and their effect on employee service quality. Results showed that structured ICT training significantly boosted employees' confidence in using government e-service platforms. Higher ICT self-efficacy translated into faster service quality, fewer errors, and higher citizen satisfaction⁶⁹. A study explored the impact of ICT self-efficacy on service quality among secretaries in Kenyan universities. Findings showed that there was significant impact of ICT self-efficacy on service

quality among secretaries. Employees with high ICT self-efficacy effectively used digital tools for student enrollment, record-keeping, and communication, leading to greater operational efficiency. The study emphasized the role of professional development programs in maintaining high ICT self-efficacy levels among staff⁷⁰. Another study examined gender disparities in ICT self-efficacy among employees in Kenya's healthcare sector. The findings indicated that male employees reported higher ICT self-efficacy compared to their female counterparts, resulting in better service quality metrics. The study called for targeted initiatives to close this gap, such as mentorship programs and inclusive training⁷¹.

A similar study examined the impact of organizational support on ICT self-efficacy among employees in the Kenyan telecommunication sector. The research found that organizations investing in ICT infrastructure and offering continuous technical support enhanced employees' confidence in using digital tools. Employees with high self-efficacy were more innovative and provided better customer service⁷². A study analyzed the role of ICT self-efficacy in improving service quality among employees in Kenyan SMEs. Findings indicated that employees with strong ICT self-efficacy adapted more quickly to new technologies, leading to improved operational efficiency and customer satisfaction. The study highlighted the need for affordable ICT training for SME employees⁷³. A similar study explored the relationship between ICT self-efficacy and service quality in the Gambian public sector. Their findings indicated that higher ICT self-efficacy among employees resulted in faster processing of public records and enhanced responsiveness to citizen inquiries through e-government platforms. Employees who received consistent ICT training displayed better service quality outcomes than their counterparts⁷⁴.

A study examined the role of ICT self-efficacy among secretaries in Gambian secondary schools. The study revealed that employees with strong ICT self-efficacy were better at using digital tools

for student record management and communication. This led to reduced errors and improved stakeholder satisfaction, particularly among parents and students⁷⁵. Another study investigated the impact of ICT self-efficacy on service quality in the Gambian banking sector. Findings highlighted that employees with high ICT self-efficacy were more adept at handling customer transactions through online banking platforms. Enhanced ICT self-efficacy was linked to shorter wait times, accurate transactions, and higher customer satisfaction⁷⁶. A recent study examined gender-based differences in ICT self-efficacy among employees in Gambian telecommunication firms. Male employees reported slightly higher ICT self-efficacy scores than female employees, which influenced their service quality. However, targeted ICT training programs reduced this gap and improved service quality across gender lines⁷⁷.

A similar study explored the relationship between ICT self-efficacy and service quality in Gambian small and medium enterprises (SMEs). The research concluded that SMEs investing in employee ICT training observed improved productivity, better customer handling, and enhanced service quality, especially in sectors such as retail and logistics⁷⁸. A study investigated the impact of ICT self-efficacy on service quality in the Liberian public sector. The study found that employees with higher ICT self-efficacy demonstrated greater efficiency in using government e-services for processing citizen requests, leading to faster and more accurate service quality. The research concluded that providing training and support for ICT use was crucial in fostering better service quality⁷⁹.

A study focused on the relationship between ICT self-efficacy and service quality among employees in Liberia's banking sector. Their findings indicated that employees with high ICT self-efficacy were more adept at using digital banking platforms, processing transactions with accuracy, and offering prompt customer support. The study highlighted that ICT self-efficacy is

positively correlated with the ability to provide quality customer service, which improves customer satisfaction and trust in the banking system⁸⁰. A study explored gender differences in ICT self-efficacy and its influence on service quality in Liberian NGOs. The study found that male employees generally reported higher levels of ICT self-efficacy than their female counterparts. The research showed that higher ICT self-efficacy among male employees led to better service outcomes, particularly in terms of responsiveness and efficiency. However, the study also indicated that targeted ICT training and support could help mitigate gender gaps, improving service quality across the board⁸¹.

Another study examined the impact of ICT training programs on enhancing ICT self-efficacy and service quality in the education sector in Liberia. The study revealed that faculty members and secretaries who participated in continuous ICT training showed higher levels of ICT self-efficacy, which translated into better administrative support for students and faculty. This improvement in ICT skills resulted in better communication, fewer errors in student data management, and overall improved academic services⁸². A study explored the relationship between ICT self-efficacy and service quality in Liberia's healthcare sector. The study found that healthcare employees with high ICT self-efficacy were more proficient in using electronic health record systems and other ICT tools to manage patient information. The improved use of ICT tools resulted in better patient service, including faster processing of medical records, fewer mistakes, and more timely responses to patient inquiries. The study concluded that enhancing ICT self-efficacy among healthcare employees is crucial for improving service quality in the sector⁸³.

A study examined the role of ICT self-efficacy in improving service quality among employees of SMEs in Liberia. The findings indicated that employees with high levels of ICT self-efficacy were more efficient at managing customer inquiries, processing orders, and maintaining

inventory records. This translated into faster response times, fewer service disruptions, and higher customer satisfaction. The study suggested that SMEs in Liberia should invest in employee ICT training to improve service quality⁸⁴. A similar study was conducted on healthcare employees in the UK to assess how ICT self-efficacy influenced service quality in patient care. The study found that healthcare professionals with high ICT self-efficacy were more adept at using electronic health record (EHR) systems and telemedicine platforms, leading to improved patient care and faster diagnosis. Furthermore, employees with high self-efficacy were more willing to engage with digital tools, thus improving the overall quality of service quality. The authors concluded that ICT self-efficacy is an important determinant of service quality in healthcare, especially as the sector increasingly adopts digital tools to enhance efficiency and patient outcomes⁸⁵.

A study explored the influence of ICT self-efficacy on service quality in the UK financial services sector, specifically focusing on employees working in customer service roles. The study revealed that employees with higher levels of ICT self-efficacy were better able to navigate complex banking software and provide timely and accurate responses to customer queries. As a result, these employees were perceived as more competent, and customer satisfaction levels improved. The research indicated that organizations that invest in ICT training and boost employee self-efficacy tend to achieve better customer service outcomes⁸⁶. Another study examined the relationship between ICT self-efficacy and service quality among employees in the UK retail sector. The study found that employees with high ICT self-efficacy were more efficient in using point-of-sale (POS) systems and managing inventory, which resulted in fewer errors and faster service. Furthermore, these employees were better able to engage with customers using digital tools like self-service kiosks and mobile apps, improving customer experience. The

research highlighted that enhancing ICT self-efficacy through targeted training programs led to improved service quality and operational efficiency⁸⁷.

One study examined the role of ICT self-efficacy in improving service quality among employees in UK public sector organizations. The study focused on local government employees using ICT for service quality, including processing requests for services, updating records, and communicating with citizens. The findings revealed that employees who exhibited high levels of ICT self-efficacy were better able to utilize digital platforms, resulting in quicker response times and more accurate handling of citizen inquiries. These employees were also more likely to adapt to new technologies, leading to more efficient and effective service quality⁸⁸. A study was conducted on ICT self-efficacy and its influence on service quality in UK universities. Result showed that there was a significant influence of ICT self-efficacy on service quality. The study found that academic staff with high ICT self-efficacy were more effective in using digital platforms for teaching, grading, and communication with students. They were also better able to use data management systems to ensure timely feedback and academic support for students. This ultimately improved the overall quality of educational services provided by the institution. The study emphasized the importance of fostering high levels of ICT self-efficacy to enhance service quality in educational settings⁸⁹.

A study investigated the influence of ICT self-efficacy on service quality in the UK hospitality industry, focusing on hotel employees. Result showed that there was a significant influence of ICT self-efficacy on service quality. The research revealed that employees who exhibited high ICT self-efficacy were better at using booking systems, customer management software, and digital payment solutions. This enabled them to provide faster, more accurate service and resolve customer complaints efficiently. The study highlighted that ICT self-efficacy was a critical factor

in ensuring high levels of customer satisfaction in the hospitality sector, where service quality is key to maintaining competitive advantage⁹⁰.

A study examined the link between service quality parameters and customer loyalty in the Nigerian Telecom sector with the aim of seeing whether customer satisfaction mediates. The study database was compiled from 183 experienced telecom consumers. The research used SERVPERF and correlation to measure adaptation. It was found that the level of service quality of employees was moderately high. The research found a substantial link between empathy and client loyalty and satisfaction⁹¹. A related study explored the effect of functional service quality on customer satisfaction within the Nigerian insurance industry. The research aimed to investigate the causes of negative perceptions and low customer patronage toward services provided by insurance companies in Osun State, Nigeria. A total of 300 questionnaires were distributed to customers of ten selected insurance companies, chosen randomly using a convenience sampling method. Data analysis was conducted using Analysis of Variance (ANOVA), multiple regression, and correlation techniques to examine the relationship between functional service quality and customer satisfaction. The findings revealed that the service quality of employees was moderate. Additionally, customer satisfaction in the insurance sector was positively influenced by responsiveness, assurance, reliability, tangibles, and empathy—all key dimensions of functional service quality⁹².

2.3.2 Capacity Building and Service Quality

A study investigated the relationship between capacity building and service quality in banks operating in Southwest Nigeria. The study found that banks that invested in regular training programs for their employees saw a marked improvement in service quality, as employees were more equipped to handle customer inquiries, provide accurate information, and manage banking

technologies. The study revealed that human capacity building, through training and skill development, significantly enhanced employees' job performance and their ability to offer superior service to customers⁹³. A study examined the effects of capacity building on service quality in healthcare institutions in Southwest Nigeria. The study highlighted that healthcare providers who underwent continuous training, including workshops on patient communication and medical technologies, were able to provide better quality care. The research found that such training led to better patient handling, quicker diagnoses, and improved overall service quality in healthcare settings. Additionally, it was revealed that the continuous development of healthcare workers contributed to reduced errors and enhanced service outcomes, which are vital for patient satisfaction⁹⁴.

A similar study explored the impact of capacity building on service quality in educational institutions in Southwest Nigeria. Particularly in universities. The study revealed that faculty members and secretaries who received regular professional development opportunities demonstrated better teaching practices, improved communication with students, and a stronger ability to integrate technology into their teaching. The study found a positive relationship between the training programs offered to staff and the academic quality delivered to students, which contributed to improved student satisfaction and learning outcomes⁹⁵. Another study examined the role of human capacity building in improving service quality within the Nigerian hospitality industry, focusing on hotels and resorts in Southwest Nigeria. Their study found that hotels that implemented consistent capacity building initiatives for their employees experienced higher service standards, including improved customer service, problem-solving, and handling guest requests efficiently. Training in areas such as customer relations, hospitality etiquette, and

conflict resolution contributed significantly to the overall guest experience, leading to higher customer retention and positive reviews⁹⁶.

A study explored the relationship between capacity building and service quality in Nigerian public sector organizations, particularly focusing on government offices in Southwest Nigeria. It was found that the level of capacity building of employees was moderate. The study found that employees who participated in capacity building programs, such as workshops on communication skills, leadership, and customer service, demonstrated improved ability to deliver efficient public services. The research concluded that investing in capacity building within the public sector could enhance service quality by improving employee skills, confidence, and job satisfaction⁹⁷. A study investigated the relationship between human capacity building and service quality in healthcare institutions in South-South Nigeria. Findings showed that the level of capacity building of employees was moderate. The study found that regular professional development programs and in-service training for healthcare workers significantly improved service quality, particularly in patient care. Training initiatives focused on medical technologies, customer care, and professional ethics, all contributed to improving the quality of services provided. Additionally, the study highlighted that healthcare workers who underwent capacity building programs reported higher job satisfaction and were better equipped to manage patient needs, leading to better patient experiences and reduced service quality errors⁹⁸.

A study focused on the banking sector in South-South Nigeria. Examining how capacity building influenced service quality in banks. It was found that the level of capacity building of employees was moderate. The research revealed that banks that regularly invested in training programs for their employees, particularly in the areas of customer relationship management, digital banking tools, and communication skills, demonstrated a significant improvement in service quality. The

study emphasized that training employees on emerging banking technologies such as mobile banking and online services led to better customer service experience and satisfaction. Furthermore, well-trained employees in the banking sector were better equipped to handle customer inquiries efficiently, reducing waiting times and errors in transaction processes⁹⁹.

A study was conducted on the hospitality industry in South-South Nigeria. Exploring how capacity building impacts service quality. It was found that the level of capacity building of employees in hospitality is moderate. The study found that continuous training programs, especially those focused on guest management, hospitality etiquette, and conflict resolution, directly influenced the service quality in hotels and resorts. Capacity building programs were particularly effective in improving employees' ability to provide personalized services to guests, resolve complaints efficiently, and manage day-to-day hotel operations. The researchers observed that capacity building contributed to improved guest satisfaction, positive feedback, and enhanced customer loyalty¹⁰⁰.

A study explored the impact of capacity building on service quality in the education sector, specifically in universities and colleges in South-South Nigeria. Findings showed that the level of capacity building of employees was high. The study concluded that faculty and secretaries who participated in professional development programs were better equipped to deliver high-quality teaching and provide efficient administrative services. The training programs focused on improving teaching methods, incorporating new educational technologies, and enhancing student engagement. Students' satisfaction with their educational experience improved as a result of more competent and motivated educators¹⁰¹. Another study analyzed the relationship between human capacity building and service quality in the public sector in South-South Nigeria. The study found that public sector organizations that invested in training programs for their

employees experienced improvements in the quality of services provided to the public. The research focused on areas such as leadership, communication, and customer service skills. Public sector employees who underwent regular training were able to provide better responses to citizens' needs, reduce bureaucratic delays, and improve transparency in public service quality¹⁰².

A study examined the impact of capacity building on service quality in the banking sector in North-Central Nigeria. The study focused on employees in various commercial banks and found that continuous training programs on customer relationship management, digital banking tools, and financial literacy had a significant positive effect on service quality. The study concluded that employees who underwent training in emerging banking technologies, as well as in customer service practices, were able to provide quicker and more efficient banking services. These employees also demonstrated improved problem-solving abilities, which led to higher customer satisfaction levels¹⁰³. A study explored the role of capacity building in the education sector in North-Central Nigeria. Particularly in universities and colleges. The study highlighted that capacity building through faculty development programs, seminars, workshops, and training in new teaching methodologies significantly improved the quality of education provided by lecturers and secretaries. The research emphasized that educators who participated in capacity building programs demonstrated improved teaching performance, which enhanced student learning outcomes. Furthermore, administrators who received training in student management and administrative skills contributed to better organizational efficiency and smoother operations¹⁰⁴.

A study assesses the impact of capacity building on service quality in public sector organizations in North-Central Nigeria. The study found that public sector organizations that prioritized employee training and development programs, particularly in communication, leadership, and

customer service, experienced an improvement in the quality of services delivered to the public. Public servants who received training were able to better manage citizens' complaints, provide timely responses to queries, and deliver more transparent and efficient services. The study concluded that capacity building was essential for improving the performance of public sector organizations in delivering high-quality services¹⁰⁵.

A study explored the impact of capacity building on service quality within the hospitality sector in North-Central Nigeria. The research emphasized that continuous training in hospitality skills, customer service, and conflict resolution significantly improved service quality in hotels and resorts. The study found that hotel employees who received regular training were better equipped to handle guest requests, manage complaints, and maintain high standards of cleanliness and service quality. The findings indicated that well-trained employees played a crucial role in enhancing the guest experience, leading to positive reviews, repeat visits, and a competitive advantage for hospitality establishments¹⁰⁶.

A study examined the influence of capacity building on the quality of healthcare services in Ghana. The study found that training healthcare workers in technical skills, patient communication, and customer service led to substantial improvements in patient satisfaction and clinical outcomes. Employees who participated in regular capacity building initiatives demonstrated better competency in medical procedures, patient management, and empathetic communication, which collectively enhanced the overall healthcare service quality. The study highlighted that healthcare workers' morale improved after attending professional development programs, resulting in reduced burnout rates and improved patient care¹⁰⁷. A study explored the relationship between capacity building and service quality in the banking sector in Ghana. The study emphasized that training programs in customer service, banking operations, and financial

products led to significant improvements in service quality. Employees who received regular capacity building training were able to resolve customer issues more efficiently, offer tailored financial advice, and streamline banking procedures. The researchers also noted that well-trained employees were more likely to demonstrate high levels of professionalism and reduce errors in banking transactions. The study concluded that continuous employee development was essential for maintaining high service standards in the competitive banking environment in Ghana¹⁰⁸.

A study examined the impact of capacity building on service quality in public sector organizations in Ghana, specifically within ministries and government agencies. Their research found that continuous employee development programs focused on leadership, customer service, and administrative skills led to improved efficiency and responsiveness in public service quality. Employees who underwent capacity building initiatives were better able to manage public queries, resolve issues quickly, and offer more personalized services. The study emphasized that investing in capacity not only improved service quality but also contributed to better public trust in government institutions¹⁰⁹.

A study was conducted on the influence of capacity building on service quality in educational institutions in Ghana. The research focused on both teaching and non-teaching staff at universities and colleges. The study revealed that faculty members who participated in professional development programs demonstrated enhanced teaching abilities, which contributed to improved student outcomes and satisfaction. Additionally, non-teaching staff who received capacity building training in administration, information management, and communication skills helped improve organizational efficiency, student support services, and overall campus experience. The findings suggested that capacity building in the education sector had a direct positive impact on service quality and institutional reputation¹¹⁰.

A study explored the role of capacity building in the hospitality industry in Ghana, specifically focusing on hotels and resorts. The study revealed that capacity building initiatives such as training in customer relationship management, hospitality skills, and conflict resolution significantly improved service quality in the sector. Employees who received capacity building in hospitality skills were better equipped to handle guest requests, resolve complaints, and ensure the overall satisfaction of visitors. The research emphasized that well-trained employees played a pivotal role in enhancing the guest experience and maintaining the competitive edge of hospitality establishments in Ghana¹¹¹.

A study explored the influence of capacity building on healthcare service quality in Uganda. It was found that there was significant influence of capacity building on service quality. The study found that continuous professional development programs for healthcare workers, including training in clinical skills, patient communication, and managerial skills, led to significant improvements in patient care and overall service quality. Healthcare employees who received regular training were better equipped to handle patient needs, improve their decision-making abilities, and enhance patient satisfaction. Moreover, capacity-building programs led to increased employee motivation, job satisfaction, and reduced turnover, which directly influenced service quality in healthcare settings¹¹².

A study investigated how capacity building influenced the service quality of employees in educational institutions in Uganda. Their study focused on teachers and secretaries in both primary and secondary schools. They found that teacher training programs focused on pedagogy, curriculum delivery, and classroom management led to improved teaching outcomes, while training for secretaries improved organizational efficiency. The research highlighted that continuous capacity building programs enhanced the professionalism of teachers and staff, which

in turn contributed to improved student performance and overall satisfaction. Students also reported better academic experiences due to more engaged and competent teachers¹¹³.

A study examined the effect of capacity building on the quality of services in Uganda's public sector organizations. Their research showed that capacity-building programs that focused on leadership skills, customer service, and project management improved the service quality in public institutions. Employees who participated in training programs were found to be more efficient, responsive to public needs, and better equipped to manage public resources effectively. The study also noted that capacity building reduced inefficiencies and corruption within public institutions, ultimately improving public trust and the perceived quality of services offered¹¹⁴. A study explored the role of capacity building in improving service quality in Uganda's banking sector. Their study focused on the impact of training programs for bank employees, including customer service, sales techniques, and financial product knowledge. The results indicated that employees who received capacity-building training were better able to provide personalized financial advice, resolve customer complaints, and meet the specific needs of clients. As a result, customer satisfaction and loyalty improved, leading to increased business performance for banks in Uganda¹¹⁵.

A study examined the influence of capacity building on service quality in Uganda's hospitality industry. Their study found that capacity-building initiatives, such as training in hospitality management, customer care, and service quality, significantly enhanced the quality of services offered by hotel staff. Employees who participated in these training programs demonstrated improved communication skills, better conflict resolution abilities, and increased job satisfaction. As a result, customer satisfaction in hotels and resorts improved, contributing to the overall success of the hospitality businesses in Uganda¹¹⁶.

A study explored the role of capacity building in improving service quality within the UK healthcare sector, particularly in National Health Service (NHS) hospitals. Their research found that continuous professional development (CPD) and skill enhancement programs significantly improved the competency of healthcare employees, which, in turn, led to improved patient care and satisfaction. The study also identified that healthcare workers who participated in training programs exhibited better decision-making skills, faster response times, and higher levels of empathy towards patients, which positively impacted the overall service quality¹¹⁷. A similar study was conducted on the effect of human capacity building on service quality within UK universities. Their research focused on the training and professional development of academic staff and administrative personnel. The findings revealed that faculty and staff who participated in regular training programs on pedagogy, leadership, and administrative efficiency were able to deliver better-quality educational services. Furthermore, students reported improved satisfaction levels as a result of higher teaching quality and more efficient administrative services¹¹⁸.

A study investigated the impact of capacity building on service quality in the UK retail sector. The study focused on frontline employees working in major retail chains, examining how training programs in customer service, product knowledge, and conflict resolution impacted customer experiences. The results indicated that employees who underwent capacity-building training were more adept at handling customer complaints, recommending products, and delivering personalized services. This, in turn, enhanced customer satisfaction and loyalty, contributing to improved business performance in the retail sector¹¹⁹. Another study explored the influence of capacity building on service quality within the UK financial sector, focusing on employees working in banking and insurance firms. The study found that training programs aimed at improving employees' technical skills, customer service capabilities, and regulatory

knowledge led to higher levels of service quality. The research highlighted that capacity building improved employees' ability to provide clear financial advice, resolve customer inquiries efficiently, and maintain strong client relationships, which boosted customer satisfaction and retention¹²⁰.

A more recent study examined how capacity building influences service quality in public sector organizations in the UK, including local government and civil service departments. Their study found that capacity-building initiatives, such as leadership development, project management training, and customer service workshops, helped employees perform more effectively and efficiently. The researchers also noted that employees who received training reported higher job satisfaction and were more motivated to provide high-quality services to the public, leading to enhanced service quality¹²¹. A study was conducted on the impact of capacity building on service quality within healthcare organizations in the United States, focusing on hospitals and healthcare providers. The study found that continuous training programs for healthcare employees, particularly in the areas of patient care, communication skills, and new medical technologies, significantly improved the service quality offered by healthcare professionals. Training initiatives resulted in improved patient satisfaction, increased staff efficiency, and better adherence to clinical guidelines¹²².

A study examined how capacity building influenced service quality in U.S. higher education institutions. Their research focused on faculty development programs, administrative training, and technological upskilling for both academic and non-academic staff. The study concluded that institutions that invested in capacity building saw improved faculty teaching effectiveness, better administrative support services, and more efficient student service quality. These improvements led to higher student satisfaction and better institutional rankings¹²³. A study focused on the

financial services industry in the U.S. and how capacity building impacted the service quality of employees. Their study examined training programs aimed at improving financial advisory skills, customer service, and regulatory compliance. They found that employees who received training were more effective in addressing customer needs, managing financial portfolios, and complying with regulatory standards. This resulted in higher levels of customer trust, satisfaction, and retention¹²⁴.

A study investigated the impact of capacity building on service quality in the retail sector in the U.S., with a particular focus on customer service representatives in large retail chains. Their study revealed that capacity-building initiatives such as customer service workshops, product knowledge training, and conflict resolution sessions were associated with higher service quality levels. Retail employees who participated in these programs were able to handle customer inquiries, complaints, and product recommendations more effectively, resulting in increased customer satisfaction and brand loyalty¹²⁵. A study explored the relationship between capacity building and service quality within U.S. public sector organizations, including government agencies and non-profit organizations. Their research found that training programs focused on leadership development, customer service, and operational efficiency resulted in improved employee performance. Public sector employees who participated in these programs were better able to deliver high-quality services, resolve public complaints, and streamline operations, ultimately improving public satisfaction¹²⁶.

A study was conducted that examined the influence of capacity building on the service quality of healthcare employees in China, particularly in public hospitals. The study emphasized the role of continuous professional development (CPD) programs in improving the skills and knowledge of healthcare staff. The findings suggested that employees who received regular training in clinical

skills, patient care, and hospital management were able to provide higher-quality service, leading to better patient outcomes and greater patient satisfaction¹²⁷. A study explored how capacity building influenced the service quality of employees in China's rapidly growing e-commerce industry. With the rise of digital platforms and online retail, companies in China have invested significantly in employee training to improve customer service, product knowledge, and digital competencies. The study found that employees who participated in training programs were able to deliver superior service, handle customer complaints more efficiently, and improve the overall shopping experience for customers¹²⁸.

A study investigated the influence of capacity building on service quality within China's manufacturing sector. As the Chinese manufacturing industry evolved with the rise of automation and advanced manufacturing techniques, the focus on enhancing the technical skills of employees became crucial. The study found that employees who underwent technical training, leadership development, and soft skills enhancement were able to contribute more effectively to the service quality of the manufacturing process, improving customer satisfaction and operational efficiency¹²⁹. Another study focused on the relationship between capacity building and service quality in China's education sector, particularly in primary and secondary schools. The research emphasized professional development programs for teachers, focusing on pedagogical skills, classroom management, and student engagement techniques. The findings revealed that teacher training programs contributed significantly to improving the quality of education and service quality in schools, resulting in better student performance and satisfaction¹³⁰.

A study was explored how capacity building impacted service quality in the Chinese public sector, with a focus on government employees. Their study revealed that capacity-building

initiatives aimed at enhancing public service skills, leadership, and administrative abilities were associated with improved service quality in public institutions. The findings showed that government employees who underwent training were more effective in addressing citizens' needs, processing requests, and ensuring that public services were delivered in a timely and efficient manner¹³¹.

A study examined service quality by health information management professionals in government teaching hospitals in Nigeria. Results revealed that the level of service quality of health information managers was moderate¹³². Another study examined the impact of records management on service quality in the public sector in Kenya. The findings indicated that the overall level of service quality was moderate. The study recommended that land records management processes should be regularly audited to ensure compliance with standard procedures, including proper updating and regulated access¹³³.

2.4 Conceptual Model

Independent Variables

Dependent Variable

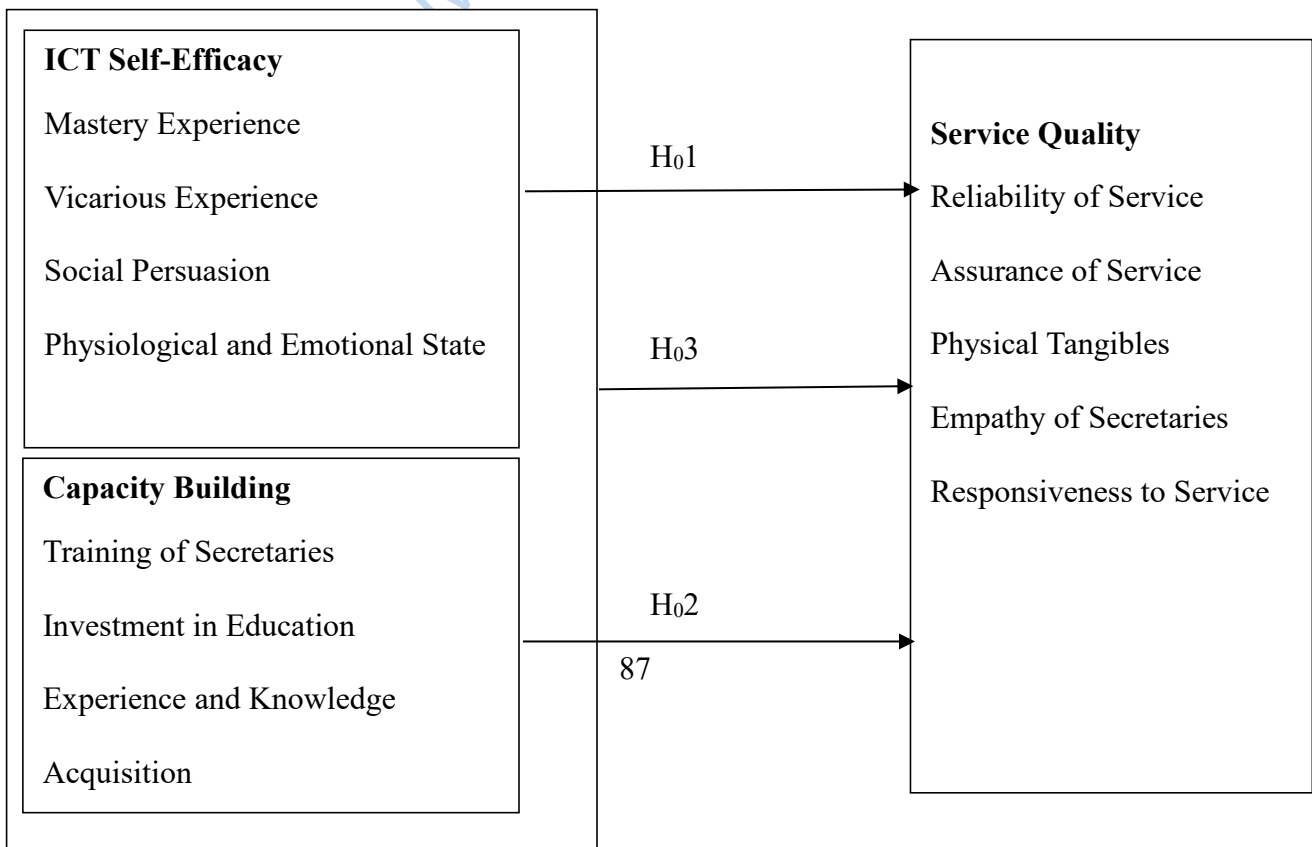


Fig. 2.1: Conceptual model showing the influence of ICT Self – Efficacy, Capacity Building and Service Quality of Secretaries in Private Tertiary Institutions in Osun State, Nigeria
Source: Researcher, 2024

It is important to clarify the conceptual model used in this study to provide a clear and precise understanding of the research and its practical relevance. A conceptual model consists of interrelated constructs that offer a systematic framework for examining phenomena by illustrating the relationships between independent and dependent variables, with the aim of explaining and predicting outcomes for informed decision-making. The use of a conceptual model ensures that the study's findings are grounded in a clear framework that links the variables under investigation. Researchers typically develop a conceptual model to explicitly show the relationship between independent and dependent variables. In the proposed model for this study, ICT self-efficacy and human capacity building serve as the independent variables, while service quality is the dependent variable. The model indicates that both ICT self-efficacy and capacity building are critical factors that can potentially influence the service quality provided by secretaries in private tertiary institutions in Osun State, Nigeria.

The measures of ICT self-efficacy are mastery experience, vicarious experience and social persuasion. The measures for human capacity building are training, education and skills and competencies, while the measures of service quality include reliability, assurance, tangibles, empathy and responsiveness. In this case, the conceptual model revealed that there is an independent and joint relationship among the two independent variables (ICT self-efficacy and

capacity building) on service quality of secretaries in private tertiary institutions in Osun State, Nigeria.

2.5 Summary of Reviewed Literature

The role of secretaries in private tertiary institutions is pivotal to the smooth operation and overall success of the institution. With the rise of digital technologies, the influence of Information and Communication Technology (ICT) self-efficacy and capacity building on service quality has become an important focus of academic inquiry. However, existing literature on this topic, particularly in the context of secretaries in private tertiary institutions in Osun State, Nigeria, reveal several gaps.

Although the importance of ICT self-efficacy and capacity building in enhancing service quality has been widely explored in global contexts, research focused specifically on secretaries in 5 private tertiary institutions in Osun State, Nigeria remains scarce. Much of the existing literature is centered on broader sectors such as healthcare, business, and public service organizations while few were conducted in tertiary institutions. The unique challenges and demands faced by secretaries in educational institutions in Osun State, Nigeria have not been adequately examined, limiting the generalizability of findings. More context-specific studies are needed to explore how ICT proficiency and capacity-building initiatives tailored to the specific roles of secretaries in private tertiary institutions influence their job performance and service quality.

Theories that link ICT self-efficacy and capacity building to service quality, particularly for secretaries, remain underdeveloped in the context of private tertiary institutions in Osun State, Nigeria. While general theories on self-efficacy and capacity building have been explored, few studies provide a solid theoretical foundation that explicitly connects these concepts to the

service quality provided by secretaries in higher education institutions. Researchers have yet to integrate these theories into models that comprehensively explain the mechanisms by which ICT self-efficacy and capacity building affect secretaries' ability to deliver quality services. This gap hinders the ability to effectively apply these concepts to improve performance within the educational sector.

Another gap in the literature is the inconsistency in the operational definitions of key constructs such as ICT self-efficacy, human capacity building, and service quality. In many studies, ICT self-efficacy is defined in broad terms, often focusing on general technological confidence rather than the specific competencies required by secretaries in higher educational settings. Similarly, human capacity building is frequently discussed in terms of training programs for organizational development, without clearly distinguishing between the different types of capacity building necessary for administrative roles such as those of secretaries. Service quality, in this regard, is often assessed using customer satisfaction surveys or general performance metrics, which may not fully capture the unique service quality tasks of secretaries in private tertiary institutions. A more nuanced understanding of these constructs, tailored to the specific requirements of secretaries in private tertiary institutions, is essential for advancing research on this topic. Clear definitions will enable more precise measurement and better understanding of how ICT self-efficacy and capacity building contribute to service quality.

Most of the studies on ICT self-efficacy, capacity building, and service quality are cross-sectional, which limits their ability to examine the long-term effects of these factors on job performance and service quality. Longitudinal studies are needed to explore how sustained capacity building programs and the continuous development of ICT self-efficacy impact the service quality of secretaries over time. For instance, it would be beneficial to investigate how

long-term exposure to ICT tools and regular capacity building initiatives improve secretaries' performance in their day-to-day duties, such as managing administrative tasks, handling communication, and providing support to faculty and students. Longitudinal studies would also allow researchers to assess the cumulative impact of training programs and ICT exposure on both the individual performance of secretaries and the broader institutional goals of service excellence.

Another gap in the literature is the insufficient focus on the role of institutional support in enhancing the ICT self-efficacy and capacity building of secretaries. While many studies emphasize the importance of individual capabilities, few address how institutional policies, resources, and leadership impact the development of ICT skills and capacity building for secretaries. For example, the provision of technology infrastructure, access to ICT training, and mentorship programs may all contribute to increasing the ICT self-efficacy of secretaries, yet these factors are often overlooked in the existing body of research. A deeper exploration of institutional support mechanisms and their influence on the service quality of secretaries in private tertiary institutions would provide a more comprehensive understanding of the factors that drive performance in this sector.

Existing studies have not fully explored the role of socio-demographic factors such as age, gender, educational background, and years of experience in shaping the ICT self-efficacy and capacity building of secretaries. Research on this topic often assumes a homogeneous workforce, without considering how these factors might interact with an individual's capacity to develop ICT skills or participate in capacity-building initiatives. Understanding the role of these socio-demographic variables is crucial because they may influence an individual's willingness and ability to embrace ICT tools and engage in training programs. For example, younger secretaries may have greater comfort with technology, while older employees may face challenges in

adapting to new tools. Similarly, secretaries with higher levels of formal education may be more open to participating in advanced capacity-building programs.

While general tools for measuring service quality, such as SERVQUAL and SERVPERF, are widely used in various contexts, there is a need for more localized and context-specific measurement instruments for evaluating the service quality of secretaries in private tertiary institutions in Osun State, Nigeria. These existing tools do not adequately address the specific nature of the administrative tasks performed by secretaries, such as managing office operations, responding to student and faculty needs, and coordinating various institutional activities. Developing a more tailored tool for measuring service quality in the context of secretarial work in higher education institutions would provide more relevant insights into how ICT self-efficacy and capacity building influence service quality in this setting.

Another underexplored area in the literature is the emotional and psychological aspects of capacity building and ICT self-efficacy. Studies typically focus on the technical and skill-based components of training programs, but there is limited research on how such programs affect the psychological and emotional well-being of secretaries. For example, the role of ICT training in reducing anxiety and boosting self-confidence in using technology has not been extensively studied. Similarly, capacity building programs that focus on emotional intelligence, stress management, and workplace resilience could have a significant impact on the service quality of secretaries, but this aspect has been largely neglected in existing studies.

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Chapter Three

Methodology

This chapter presents the method that was employed in carrying out this study. It gives a detailed research description of design, population, the sampling technique employed, the sample size, the research instrument, validity and reliability of the research instrument, method of data collection and the method of data analysis.

3.1 Research Design

The research design adopted for this study is the descriptive survey. This design is particularly appropriate as it allows for accurate and systematic description of a population or phenomenon. As a non-experimental research approach, descriptive surveys are widely employed in educational research. They involve a detailed examination of events, opinions, objects, attitudes, subjects, or ideas, with the objective of providing precise information about the phenomena under investigation. Essentially, a descriptive survey studies a portion of a population in order to make informed generalizations about the entire population from which the sample is drawn¹. This design is deemed suitable for this study as it facilitates the investigation of information and communication technology (ICT) self-efficacy, capacity building, and the service quality of secretaries in private tertiary institutions in Osun State, Nigeria.

3.2 Population of the Study

The population of this study comprised all the one hundred and ninety-five (195) secretaries in private tertiary institutions in Osun State, Nigeria. This included both male and female who are newly employed and those who have been in the service for years. Table 3.1 shows the total number of secretaries in private tertiary institutions in Osun State, Nigeria.

Table 3.1: Population of Secretaries in Private Tertiary Institutions in Osun State, Nigeria

s/n	Names of Private Institution	Number of Secretaries
1	Adeleke University, Ede	42
2	Bowen University, Iwo	37
3	Fountain University, Oshogbo	20
4	Joseph Ayo Babalola University, Ikeji-Arakeji	22
5	Kings University, Ode-Omu	5
6	Oduduwa University, Ipetumodu,	10
7	Redeemer's University, Ede	18
8	Igbajo polytechnic, Igbajo	12
9	Westland University, Iwo	10
10	ICON Universal Polytechnic, Osogbo	10
11	Assanusiyah College of Education, Ode-Omu	9
Total		195

Sources: Field Work, 2025

3.3 Sample Size and Sampling Technique

The study utilized a sample size of 195 participants. Given the moderate size of the population, a total enumeration approach was adopted. Specifically, all 195 secretaries in private tertiary institutions in Osun State, Nigeria, were included in the study. By surveying the entire population that meets the criteria of interest, the total enumeration method—considered a form of purposive sampling was applied. This approach minimizes sampling errors and is particularly effective when the population is manageable in size. Employing a complete enumeration or census method allows the researcher to conduct a comprehensive study, collect data with high accuracy, and reduce potential errors and biases associated with sampling.

3.4 Description of the Research Instrument

The primary instrument for data collection in this study was a questionnaire. This method was selected due to the high literacy level of the target population. The questionnaire was deemed appropriate as it facilitates reaching a large number of respondents, accommodates their varying schedules, and allows for the efficient collection of standardized information from a dispersed group. The questionnaire was adapted^{3,4&5} and was modified to suit the study. The questionnaire is an acceptable instrument in non-experimental studies. The questionnaire is tagged “ICT Self-efficacy Capacity Building Service Quality Questionnaire” (ICTSeCBSQQ). The questionnaire contains scales to measure the various constructs of the research model. The questionnaire was divided into four (4) sections with a focus on the variables of the study. The sections are: A, B, C and D.

Section A elicited information on demographic characteristics of the respondents which included; name of tertiary institution, gender, age, marital status, highest academic qualification, years in service among others.

Section B elicited information on service quality using standardized scale which was adapted for the study³. This section has four (4) sub-scales with a total of sixteen (16) items. The first sub-scale measured reliability, and it contains four (4) items. The second sub-scale measured assurance, and it contains four (4) while the third sub-scale measures tangibles and it consists of four (4) items and the fourth measured empathy which has four items, while the fifth sub-scale measured responsiveness which has four items. Two sample items include: “promise to do something by a certain time, I do so” and “inform students when services will be performed”. The scale has a four-point Likert scale with ranked options: Very High (VH)=4, High (H)=3, Low (L)=2, Very Low (SD)=1. The adapted scale has reliability co-efficient of 0.82.

Section C elicited information on ICT self-efficacy using standardized scale adapted for this study⁴. This section has four (4) sub-scales with a total of sixteen (16) items. The first sub-scale measured mastery experience, and it contains four (4) items. The second sub-scale measured vicarious experience, and it contains four (4). The third sub-scale measures social persuasion and it consists of four (4) items. The fourth sub-scale measures physiological and emotional state and it consists of four (4) items. Two sample items include: “Secretary can confidently trouble shoot any computer problem” and “Secretaries do update their knowledge constantly in order to meet with the technological changes”. The scale has a four-point Likert scale with ranked options: Strongly agree (SA)=4, Agree (A)=3, Disagree (D)=2, Strongly disagree (SD)=1.

Section D elicited information on capacity building using standardized scale which was adapted for the study⁵. This section has three (3) sub-scales with a total of twelve (12) items. The first sub-scale measured training, and it contains four (4) items. The second sub-scale measured education, and it contains four (4) while the third sub-scale measured skills and competencies and it comprised four items. Two sample items include: “Training enables a secretary to produce quality work” and “I communicate effectively with staff, students, and external stakeholders”. The scale has a four-point Likert scale with ranked options: Strongly agree (A) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly disagree (SA) = 1. The adapted scale has a reliability coefficient of 0.80.

3.5 Validity of the Research Instrument

To establish the validity of the instrument that was used for the study, face and content validity structures of the questionnaire was established by the thesis supervisor and two other experts in the field of Office and Information Management, Lead City Ibadan. Copies of the instrument

were given to them and they checked the objectives of the study, research questions and hypothesis and the instrument at large. The thesis supervisor and the two experts also examined the instrument to ensure that the data to be collected using the questionnaire were useful in answering the research questions and in testing the hypotheses that were raised for this study. The items were three (3) before it was reworked by the thesis supervisor and the two experts. Comments and the observation of these experts in conjunction with the supervisor's comment were considered in the final draft of the questionnaire.

3.6 Reliability of the Research Instrument

The reliability of the research instrument was established through a pilot study, which helps ensure the consistency and dependability of the questionnaire in eliciting data relevant to the study's research questions. For this purpose, the researcher administered (20) copies of the questionnaire to secretaries at Lead City University, Ibadan who were outside the main study population. The data collected from the pilot study were analyzed using Cronbach's alpha to determine the internal consistency of the items within each scale. The results of the Cronbach alpha coefficient value were; service quality = 0.89, information and communication technology self-efficacy = 0.82 and capacity building = 0.80.

3.7 Method of Data Collection

An introductory letter was obtained from the Head of the Department of Office and Information Management, Lead City University, and addressed to the authorities of the private tertiary institutions where the secretaries were employed. The letter introduced the researcher and the purpose of the survey while requesting the cooperation of the secretaries in completing the questionnaire. The cover page of the questionnaire assured respondents of anonymity and the confidentiality of their responses. The secretaries were informed that the data collected would be

used solely for academic purposes. A total of one hundred and ninety-five (195) copies of the questionnaire were administered to the secretaries in the selected private tertiary institutions in Osun State, Nigeria, in person by the researcher, with the assistance of 2 research assistants that were trained for two days. Respondents were given sufficient time to complete the questionnaire, after which the completed copies were retrieved, collated, and prepared for analysis, by the researcher and the 2 research assistants. A total of 195 questionnaires were administered, out of which 180 were filled and returned, which represents 92.2% response. While a total number of 15 were not returned/returned but not used, which represents 7.8% response.

3.8 Method of Data Analysis

The data collected for this study were analyzed using Statistical Product and Service Solution (SPSS) version 21. Descriptive statistics, including frequency counts and percentages, were employed to examine the demographic characteristics of the respondents. Additionally, frequency counts, percentages, means, and standard deviations were used to address research questions 1 to 3. For hypotheses testing, inferential statistics were applied: simple linear regression was used to test hypotheses 1 and 2, while multiple regression analysis was employed to test hypothesis 3, all at a significance level of $p < 0.05$.

Endnotes

- ^{1.} A. O., Oguchi, & A. P. Olayinka. *Influence of Job Motivation, Marital Factor and Media Ownership on Career Switch Intention among Mass Communication Professionals In Southwest Nigeria*. **Journal of Management and Social Sciences**, 2021. 5(1), 88-97.
- ^{2.} R.V. Krejcie & D.W. Morgan. *Determining sample size for Research Activities*. **Educational and Psychological**.
- ^{3.} D. R., Rasyida, M. M. Ulkhaq, P. R., Setiowati & N. A. Setyorini. *Assessing Service Quality: A Combination Of SERVPERF and Importance Performance Analysis*. **MATEC Web of Conferences**, 2016. 6 , 0 03.
- ^{4.} A. O. Amiaya. *Adequacy of Information and Communication Technology Resources for Office Technology and Management Programme in Delta State Polytechnics*. **International Journal of Education and Research**, 1 (11). 2013.
- ^{5.} M. H. Abdikariin-Sheikh. *The Role of Capacity Building in Public Service Delivery in Mogadishu-Somalia*. **International Journal of Humanities Social Sciences and Education IJHSSE** 7(6) 2020, PP 67-74 ISSN 2349-0373 (Print) & ISSN 2349-038

Chapter Four

Results and Discussion of Findings

This chapter presents the results and discussion of the study's findings. Section I provides a descriptive analysis of the data, using frequency counts, percentages, and means. Section II addresses the research questions and hypotheses, presenting the results obtained from the analyses. Section III offers a detailed discussion of the findings in relation to the study's objectives and relevant literature.

Table 4.1: Response Rate

Response Rate	Frequency	Percentage
Returned and Used	180	92.2
Not returned/Returned but not used	15	7.8
Number of Distributed Questionnaire	195	100.0

Source: Field Survey, 2025

The target respondents in the study were secretaries in private tertiary institutions in Osun State, Nigeria. A total of 195 questionnaires were administered, out of which 180 were filled and returned, which represents 92.2% response.

4.1 Demographic Data Analysis

This section provides a descriptive analysis of the respondents' demographic characteristics, presented using frequency distribution tables. The corresponding tables are provided below.

Table 4.2: Demographic Information of the Respondents

Demographic Characteristics		Frequency	Percentage
Gender	Male	41	22.8
	Female	139	77.2
Age	20 years and below	-	-
	21-30 years	17	9.4
	31-40 years	63	35.0
	41-50 years	75	41.7
	51-60 years	22	12.2
	61 years and above	3	1.7
Highest Educational Qualification	OND	15	8.3
	NCE	13	7.2
	HND	51	28.3
	B.Sc	86	47.8
	Masters	3	1.7
	Others	12	6.7
Years of Work Experience	Less than 1 year	10	5.6
	1-5 years	54	30.0
	6-10 years	64	35.6
	11-15 years	40	22.2
	16-20 years	8	4.4
	21 years and above	4	2.2

Source: Field Survey, 2025

Table 4.2 presents the demographic characteristics of the respondents. The gender distribution indicates that 41 (22.8%) of the respondents were male, while the majority indicating 139 (77.2%) were female. This shows that there are considerably more female than male participants in the study, reflecting a female-dominant sample. The gender gap is substantial, with a difference of 54.4% between male and female respondents. In terms of age, the data reveals that none of the respondents were 20 years old or below. A total of 17 (9.4%) were between the ages of 21–30 years, 63 (35.0%) were between 31–40 years, 75 (41.7%) were within the 41–50 years

age range, 22 (12.2%) fell between 51–60 years, and 3 (1.7%) were aged 61 years and above. The largest proportion of respondents were aged 41–50 years, indicating that most participants are mid-career professionals. Nonetheless, with 44.4% of respondents aged 40 years or younger, there is also a significant representation of younger individuals, showing that early-career participants form a notable part of the sample.

With regard to educational qualifications, the data shows that 15 (8.3%) of respondents had Ordinary National Diploma (OND), 13 (7.2%) had Nigeria Certificate in Education (NCE), and 51 (28.3%) held Higher National Diploma (HND) qualifications. The largest group, 86 respondents (47.8%), held a Bachelor of Science (B.Sc) degree, while only 3 (1.7%) had a Master's degree. An additional 12 respondents (6.7%) fell under the “Others” category. The data reveals that the majority of respondents possessed higher-level qualifications such as B.Sc and HND, together comprising 76.1% of the sample. This suggests that formal education is widely prevalent among respondents, with a strong presence of degree holders.

In terms of years of work experience, 10 respondents (5.6%) had less than one year of experience, 54 (30.0%) had between 1–5 years, 64 (35.6%) had between 6–10 years, 40 (22.2%) had between 11–15 years, 8 (4.4%) had between 16–20 years, and 4 (2.2%) had over 21 years of experience. The majority of respondents (57.8%) had between 6–15 years of work experience, indicating a workforce with considerable professional exposure. Overall, the demographic information indicates that the majority of respondents were educated females, predominantly in the 41–50-year age bracket, holding either B.Sc or HND qualifications, and possessing substantial professional experience in the range of 6–15 years.

4.2 Answers to Research Questions

Research question 1: What is the level of service quality of secretaries in private tertiary institutions in Osun State, Nigeria?

Table 4.3: Level of service quality of secretaries in private tertiary institutions

s/n	Items	VH	H	L	VL	$\bar{x}$	Std. dev
Reliability of Service							
1	When I promise to do something by a certain time, I do so	58 (32.2%)	93 (51.7%)	19 (10.6%)	10 (5.6%)	3.11	0.80
2	I am sympathetic and reassuring when students, lecturers and stakeholders have problems	50 (27.8%)	60 (33.3%)	36 (20.0%)	34 (18.9%)	2.70	1.07
3	Other employees depend on me for some certain tasks	47 (26.1%)	57 (31.7%)	46 (25.6%)	30 (16.7%)	2.67	1.04
4	I provide service at the time I promise to do so	52 (29.5%)	75 (42.5%)	31 (17.6%)	22 (12.5%)	2.87	0.97
Assurance of Service							
5	I am expected that my behaviour instills confidence among students in the institution	56 (31.1%)	78 (43.3%)	30 (16.7%)	16 (8.9%)	2.97	0.91
6	I am expected that the students in the institution feel safe in the services I render to them	60 (33.3%)	90 (50.0%)	27 (15.0%)	3 (1.7%)	3.15	0.73
7	I am consistently courteous with students, lecturers and other stakeholders within the institution	65 (36.1%)	84 (46.7%)	17 (9.4%)	14 (7.8%)	3.11	0.87
8	I have the knowledge to answer questions pertaining to the goals and objectives in this institution	57 (31.7%)	81 (45.0%)	29 (16.1%)	13 (7.2%)	3.01	0.88
Physical Tangibles							
9	I am expected to have modern ICT equipment for effective service delivery	44 (24.4%)	90 (50.0%)	36 (20.0%)	10 (5.6%)	2.93	0.81
10	I have visually appealing facilities for effective service delivery	66 (36.7%)	87 (48.3%)	15 (8.3%)	12 (6.7%)	3.15	0.83
11	I am expected to appear neat and have personal appearance	52 (28.9%)	84 (46.7%)	32 (17.8%)	12 (6.7%)	2.98	0.86
12	I expect that materials provided for me are appealing to students and other non-academic staff	59 (32.8%)	75 (41.7%)	28 (15.6%)	18 (10.0%)	2.97	0.94
Empathy of Secretaries							
13	I am expected to give individual attention to students and lecturers who come for my service	53 (29.4%)	81 (45.0%)	30 (16.7%)	16 (8.9%)	2.95	0.90
14	I am expected to give personal attention to students and lecturers who come for my	57 (31.7%)	72 (40.0%)	37 (20.6%)	14 (7.7%)	2.96	0.91

	service						
15	It is expected that I know the needs of students, lecturers and stakeholders	64 (35.6%)	85 (47.2%)	20 (11.1%)	11 (6.1%)	3.12	0.83
16	It is expected that I have the interest of students, lecturers and stakeholders at heart	50 (27.8%)	77 (42.8%)	39 (21.7%)	14 (7.8%)	2.91	0.89
Responsiveness to Service							
17	I inform students when services will be performed	58 (32.2%)	80 (44.4%)	27 (15.0%)	15 (8.3%)	3.01	0.90
18	students and lecturers expect prompt services from me	65 (36.1%)	62 (34.4%)	38 (21.1%)	15 (8.3%)	2.98	0.95
19	It is a problem if I am too busy to respond to students and lecturers request promptly	69 (38.3%)	69 (38.3%)	22 (12.2%)	20 (11.1%)	3.04	0.97
20	I expect to always help students, lecturers and other stakeholders in the institution	52 (28.9%)	87 (48.3%)	23 (12.8%)	18 (10.0%)	2.96	0.90

Weighted Mean: 2.97

Decision Rule: *Very Low* = 1.00 – 1.74; *Low* = 1.75 – 2.49; *High* = 2.50 – 3.24; *Very High* 3.25 – 4.00

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

Source: Field Survey (2025)

Table 4.3 presents the results on the service quality of secretaries in private tertiary institutions. Responses were categorized into Very High (VH), High (H), Low (L), and Very Low (VL) levels. For analytical purposes, VH and H were merged into “High Level,” while L and VL were merged into “Low Level.” Under the reliability of service dimension, the results indicate that a majority of respondents demonstrated high reliability in meeting commitments and fulfilling promises. Specifically, 151 respondents (83.9%) reported that they always complete tasks as promised, while only 29 (16.1%) indicated otherwise. Being sympathetic and reassuring when addressing problems was rated high by 110 respondents (61.1%), compared to 70 (38.9%) who rated low. A total of 104 respondents (57.8%) indicated that colleagues often depend on them for certain tasks, while 76 (42.2%) reported low reliance. Likewise, 127 respondents (72.0%) stated they deliver services at the promised time, while 53 (28.0%) disagreed.

In the assurance of service category, most secretaries reported that their conduct inspires confidence in students, with 134 respondents (74.4%) rating high and 46 (25.6%) rating low.

Feeling that students are safe with their services was affirmed by 150 respondents (83.3%), while 30 (16.7%) reported otherwise. Being consistently courteous was rated high by 149 respondents (82.8%), compared to 31 (17.2%) with low ratings. Additionally, 138 respondents (76.7%) agreed they possess adequate knowledge to address institutional goals and objectives, while 42 (23.3%) disagreed. Regarding physical tangibles, results show that 134 respondents (74.4%) reported having access to modern ICT equipment for effective service quality, while 46 (25.6%) did not. Having visually appealing facilities was rated high by 153 respondents (85.0%), with 27 (15.0%) indicating low levels. Similarly, 136 respondents (75.6%) confirmed maintaining a neat and professional appearance, while 44 (24.4%) disagreed. The provision of appealing materials for students and staff was rated high by 134 respondents (74.5%), compared to 46 (25.5%) with low ratings.

For the empathy of secretaries' dimension, 134 respondents (74.4%) reported giving individual attention to students and lecturers, while 46 (25.6%) did not. Giving personal attention was reported high by 129 respondents (71.7%), with 51 (28.3%) rating low. Knowing the needs of stakeholders was affirmed by 149 respondents (82.8%), while 31 (17.2%) disagreed. Likewise, 127 respondents (70.6%) reported that they have the interest of stakeholders at heart, compared to 53 (29.4%) who did not. In the responsiveness to service category, 138 respondents (76.6%) reported informing students about when services will be performed, while 42 (23.4%) did not. Providing prompt service was rated high by 127 respondents (70.5%), with 53 (29.5%) indicating low levels. Considering it a problem to delay responses was affirmed by 138 respondents (76.6%), while 42 (23.4%) disagreed. Willingness to always help students and stakeholders was rated high by 139 respondents (77.2%), compared to 41 (22.8%) who rated low.

With a weighted mean score of 2.98, the results indicate a generally moderate level of service quality among secretaries in private tertiary institutions in Osun state. The findings suggest that while the majority of secretaries exhibit high competence in areas such as reliability, assurance, and responsiveness, there is room for improvement—particularly in strengthening empathy and ensuring consistency in problem resolution.

Research question 2: What is the level of information communication technology self-efficacy of secretaries in private tertiary institutions in Osun State, Nigeria?

Table 4.4: Level of information communication technology self-efficacy of secretaries in private tertiary institutions

s/n	Items	VH	H	L	VL	$\bar{x}$	Std. dev
Mastery Experience							
1	Secretary uses computer to plan the day's activities	75 (41.7%)	89 (49.4%)	12 (6.7%)	4 (2.2%)	3.31	0.69
2	Secretary can confidently trouble shoot any computer problem	56 (31.1%)	67 (37.2%)	50 (27.8%)	7 (3.9%)	2.96	0.88
3	My confidence level in working on a personal computer, smart phone, educational software is impressive	48 (26.7%)	89 (49.4%)	30 (16.7%)	13 (7.2)	2.95	0.88
4	Secretary knows what to do when a problem arises while working with the computer	37 (20.6%)	67 (37.2%)	53 (29.4%)	23 (12.8%)	2.65	0.94
Vicarious Experience							
5	Secretaries level of using smart phones to carry out any task just like using the computer	54 (30.0%)	75 (41.7%)	32 (17.8%)	19 (10.6%)	2.91	0.96
6	Secretaries do update their knowledge constantly in order to meet with the technological changes	76 (42.2%)	81 (45.0%)	15 (8.3%)	8 (4.4%)	3.25	0.79
7	Secretaries developed a framework for competence building through working closely with other experience senior colleagues	51 (28.3%)	87 (48.3%)	32 (17.8%)	10 (5.6%)	3.05	0.84
8	I can write any kind of text with the computer	74 (41.1%)	102 (56.7%)	4 (2.2%)	--	3.39	0.54

Social Persuasion

9	Using ICT enhances the learning of relevant and current things	70 (38.9%)	95 (52.8%)	15 (8.3%)	--	3.31	0.59
10	Using ICT helps the secretary to think deeply	55 (30.6%)	96 (53.3%)	24 (13.3%)	5 (2.8%)	3.12	0.72
11	ICT permits access to current learning materials	54 (30.0%)	121 (67.2%)	5 (2.8%)	--	3.27	0.50
12	Using ICT allows the secretary to get first-hand information	57 (31.7%)	81 (45.0%)	24 (13.3%)	18 (10.0%)	2.98	0.93
Physiological and Emotional State							
13	I feel anxious when trying to use unfamiliar technology	21 (11.7%)	54 (30.0%)	64 (35.6%)	31 (17.2%)	2.42	0.96
14	Using ICT tools makes me feel confident and in control	60 (33.3%)	100 (55.6%)	16 (8.9%)	4 (2.2%)	3.20	0.65
15	I feel mentally exhausted after using certain digital applications.	27 (15.0%)	70 (38.9%)	70 (38.9%)	13 (7.2%)	2.62	0.88
16	I get nervous when I encounter errors while using ICT tools	28 (15.6%)	71 (39.4%)	62 (34.4%)	19 (10.6%)	2.60	0.92

Weighted Mean: 2.99

Decision Rule: *Very Low* = 1.00 – 1.74; *Low* = 1.75 – 2.49; *High* = 2.50 – 3.24; *Very High* 3.25 – 4.00

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

Source: Field Survey (2025)

Table 4.4 presents the level of information and communication technology (ICT) self-efficacy among secretaries in private tertiary institutions. Responses were grouped into four levels: Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE). For ease of interpretation, Very High and High Extent were merged to represent “High Level” of ICT self-efficacy, while Low and Very Low Extent were merged as “Low Level.”

In the mastery experience dimension, findings show that a majority of secretaries demonstrate strong competence in basic ICT operations. Specifically, 164 respondents (91.1%) reported high ability in using computers to plan their daily activities, while only 16 (8.9%) reported low ability. In troubleshooting computer problems, 123 respondents (68.3%) indicated high competence, compared to 57 (31.7%) who reported low competence. Similarly, 137 respondents (76.1%) rated

their confidence in using personal computers, smartphones, and educational software as high, while 43 (23.9%) rated it low. However, when it comes to knowing what to do when a problem arises while using a computer, only 104 respondents (57.8%) expressed high competence, while 76 (42.2%) rated themselves low, indicating a notable skill gap in technical problem-solving. Under vicarious experience, the data reveal moderate to high exposure to ICT-related learning from peers and practice. A total of 129 respondents (71.7%) reported a high level of skill in using smartphones to carry out tasks, while 51 (28.3%) had low ratings. Furthermore, 157 respondents (87.2%) indicated they frequently update their ICT knowledge to keep up with technological changes. Likewise, 138 respondents (76.6%) reported developing competence by working closely with experienced colleagues, while 42 (23.4%) did not. Writing any kind of text with a computer had the highest positive response in this dimension, with 176 respondents (97.8%) indicating high ability and only 4 (2.2%) reporting low ability.

In the social persuasion dimension, secretaries generally believed in the benefits of ICT in improving work efficiency. Specifically, 165 respondents (91.7%) agreed that using ICT enhances learning relevant and current information. Similarly, 151 respondents (83.9%) felt ICT helps them think more deeply, while 29 (16.1%) disagreed. Access to current learning materials via ICT was also highly rated, with 175 respondents (97.2%) agreeing. In contrast, only 138 respondents (76.7%) agreed that ICT gives them access to first-hand information, while 42 (23.3%) rated this ability low. The physiological and emotional state dimension reflected more variation in responses. Only 75 respondents (41.7%) reported low anxiety when using unfamiliar technology, while 149 (58.3%) expressed some level of anxiety. Confidence and control when using ICT tools was relatively high, with 160 respondents (88.9%) reporting high ratings. However, mental exhaustion after using certain digital applications was common, with only 97

respondents (53.9%) reporting low exhaustion levels, compared to 83 (46.1%) who reported high exhaustion. Similarly, only 99 respondents (54.9%) reported low nervousness when encountering ICT errors, while 81 (45.1%) indicated high nervousness.

With a weighted mean score of 2.99, the findings suggest that the level of ICT self-efficacy among secretaries in private tertiary institutions is moderately high. While mastery of routine ICT tasks, access to learning materials, and confidence in technology use are strong, there are notable challenges in troubleshooting, handling ICT-related anxiety, and managing mental fatigue. Addressing these areas through targeted training and support may further strengthen secretaries' ICT competence and confidence in the workplace.

Research question 3: What is the level of capacity building of secretaries in private tertiary institutions in Osun State, Nigeria?

Table 4.5: Level of capacity building of secretaries in private tertiary institutions

	Items	VH	H	L	VL	$\bar{x}$	Std. dev
	Training of Secretaries						
1	Training enables me to produce quality work,	63 (35.0%)	103 (57.2%)	8 (4.4%)	6 (3.3%)	3.24	0.69
2	Knowledge gained during training has positively improve my quality of service	69 (38.3%)	89 (49.4%)	17 (9.4%)	5 (2.8%)	3.23	0.73
3	Training enables me to effectively inspire other employees	54 (30.0%)	92 (51.1%)	32 (17.8%)	2 (1.1%)	2.10	0.72
4	Training assists me to deal effectively with work	72 (40.0%)	84 (46.7%)	22 (12.2%)	2 (1.1%)	3.26	0.71
	Investment in Education						
5	The knowledge gained during education positively improve work performance	53 (29.4%)	74 (41.1%)	38 (21.1%)	15 (8.3%)	2.25	0.74
6	Educational opportunities in the institution is a source of motivation that makes me to put in more effort in my job	57 (31.7%)	79 (43.9%)	27 (15.0%)	17 (9.4%)	2.98	0.92
7	My institution encourage employee to further their education	46 (25.6%)	90 (50.0%)	32 (17.8%)	12 (6.7%)	2.94	0.83
8	My institution sponsors its employees for long course	12 (6.7%)	37 (20.6%)	91 (50.6%)	40 (22.2%)	2.12	0.83
	Experience and Knowledge Acquisition						

9	I am capable of using modern office machines and technologies (e.g., printers, scanners, photocopiers).	70 (38.9%)	96 (53.3%)	11 (6.1%)	3 (1.7%)	3.29	0.66
10	I communicate effectively with staff, students, and external stakeholders	68 (37.8%)	94 (52.2%)	14 (7.8%)	4 (2.2%)	3.26	0.69
11	I effectively manage schedules and appointments	50 (27.8%)	107 (59.4%)	19 (10.6%)	4 (2.2%)	3.13	0.68
12	I am able to resolve work-related issues independently	57 (31.7%)	103 (57.2%)	16 (8.9%)	4 (2.2%)	3.18	0.68

Weighted Mean: 2.92

Decision Rule: *Very Low* = 1.00 – 1.74; *Low* = 1.75 – 2.49; *High* = 2.50 – 3.24; *Very High* 3.25 – 4.00

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

Source: Field Survey (2025)

Table 4.5 presents the level of capacity building of secretaries in private tertiary institutions. Responses were grouped into four levels: Very High Extent (VH), High Extent (H), Low Extent (L), and Very Low Extent (VL). For ease of interpretation, the decision rule was applied where mean scores between 4.00 and 3.00 indicate a High level, 2.99 to 2.00 indicate Moderate, 1.99 to 1.00 indicate Low, and 0.99 to 0.00 indicate Very Low.

In the training of secretaries' dimension, the majority of respondents perceived training as highly beneficial. Specifically, 166 respondents (92.2%) agreed that training enables them to produce quality work (Mean = 3.24, SD = 0.69). Similarly, knowledge gained during training was seen to positively improve the quality of service for 158 respondents (87.7%) (Mean = 3.23, SD = 0.73). Training was also reported to assist secretaries in dealing effectively with work (Mean = 3.26, SD = 0.71), with 156 respondents (86.7%) indicating high agreement. However, the item on training enabling secretaries to effectively inspire other employees received a lower mean of 2.10 (SD = 0.72), reflecting a moderate perception of training's impact on motivation and leadership.

Regarding education, secretaries moderately agreed that knowledge gained through education positively improves work performance (Mean = 2.25, SD = 0.74), with 127 respondents (70.5%)

indicating high levels of agreement. Educational opportunities provided by the institution were seen as motivating factors to increase job effort (Mean = 2.98, SD = 0.92). Institutional encouragement for further education also rated moderately high (Mean = 2.94, SD = 0.83). However, sponsorship by institutions for long courses received the lowest rating (Mean = 2.12, SD = 0.83), indicating that over 70% of respondents viewed institutional support for long-term education as insufficient. In the experience and knowledge acquisition dimension, secretaries reported the highest capacity levels. The majority felt capable of using modern office machines and technologies such as printers and scanners (Mean = 3.29, SD = 0.66), with 166 respondents (92.2%) rating themselves highly. Effective communication with staff, students, and external stakeholders also received a high rating (Mean = 3.26, SD = 0.69). Additionally, managing schedules and appointments (Mean = 3.13, SD = 0.68) and independently resolving work-related issues (Mean = 3.18, SD = 0.68) were competencies secretaries felt confident about.

Overall, the weighted mean score of 2.92 suggests that the level of capacity building among secretaries in private tertiary institutions is moderate. While practical skills and training effects are strongly perceived, areas such as leadership inspiration and sponsorship for further education require attention.

4.3 Test of Hypotheses

H₀₁: There is no significant influence of information communication technology self-efficacy on service quality of secretaries in private tertiary institutions in Osun State, Nigeria.

Table 4.6: Influence of information communication technology self-efficacy on service quality of secretaries

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.320 ^a	.102	.097	5.19500

a. Predictors: (Constant), information communication technology self-efficacy

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	546.199	1	546.199	20.239	.000 ^b
	Residual	4803.863	178	26.988		
	Total	5350.061	179			

a. Dependent Variable: Service quality

b. Predictors: (Constant), information communication technology self-efficacy

Model		Unstandardized Coefficients	Standardized Coefficients	T	Sig.
1	(Constant)	28.069		15.794	.000
	ICT self-efficacy	.285	.320	4.499	.000

a. Dependent Variable: Service quality

Table 4.6 reveals the information communication technology self-efficacy on service quality of secretaries in private tertiary institutions in Osun State, Nigeria. It was tested using regression analysis. The result yielded a coefficient of multiple regressions $R = 0.320$ and multiple R -square = 0.102. This suggests that the measures of information communication technology self-efficacy factors combined accounted for 10.2% variance in the prediction of service quality. The other factors accounting for the remaining variance are beyond the scope of this study. The result from the regression analysis shows that there was a significant influence of information communication technology self-efficacy on service quality of secretaries in private tertiary institutions in Osun State, Nigeria, $F_{(1, 178)} = 20.239$, $p < 0.05$. This implies that information communication technology self-efficacy measures (mastery experience, vicarious experience,

social persuasion and physiological and emotional state) influence service quality of secretaries in private tertiary institutions in Osun State, Nigeria. Results in the table also showed that information communication technology self-efficacy predicts service quality of secretaries in private tertiary institutions in Osun State, Nigeria (Beta = .320, $t = 4.499$, $p < 0.05$). Therefore, H_01 is rejected.

H_02 : There is no significant influence of capacity building on service quality of secretaries in private tertiary institutions in Osun State, Nigeria.

Table 4.7: Influence of capacity building on service quality of secretaries

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.225 ^a	.051	.045	5.34165

c. Predictors: (Constant), Capacity building

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	271.143	1	271.143	9.503	.002 ^b
	Residual	5078.918	178	28.533		
	Total	5350.061	179			

a. Dependent Variable: Service quality

d. Predictors: (Constant), Capacity building

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
1	(Constant)	31.425	1.496		20.999	.000
	Capacity building	.222	.072	.225	3.083	.002

a. Dependent Variable: Service quality

Table 4.7 reveals the influence of capacity building on service quality of secretaries in private tertiary institutions in Osun State, Nigeria. It was tested using regression analysis. The result yielded a coefficient of multiple regressions $R = 0.225$ and multiple R -square = 0.051. This

suggests that the measures of capacity building factors combined accounted for 5.2% variance in the prediction of service quality. The other factors accounting for the remaining variance are beyond the scope of this study. The result from the regression analysis shows that there was a significant influence of capacity building on service quality of secretaries in private tertiary institutions in Osun State, Nigeria, $F_{(1, 178)} = 9.503, p < 0.05$. This implies that capacity building measures (training of secretaries, education and experience and knowledge acquisition) influence service quality of secretaries in private tertiary institutions in Osun State, Nigeria. Results in the table also showed that capacity building predicts service quality of secretaries in private tertiary institutions in Osun State, Nigeria (Beta = .225, $t = 3.083, p < 0.05$). Therefore, H_01 is rejected.

H_03 : There is no significant combined influence of information communication technology self-efficacy and capacity building on service quality of secretaries in private tertiary institutions in Osun State, Nigeria.

Table 4.8: Combined Influence of information communication technology self-efficacy and capacity building on service quality of secretaries

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.380 ^a	.144	.134	5.08630

a. Predictors: (Constant), information communication technology self-efficacy and capacity building

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	770.997	2	385.498	14.901	.000 ^b
	Residual	4579.064	177	25.870		
	Total	5350.061	179			

a. Dependent Variable: Service quality

b. Predictors: (Constant), information communication technology self-efficacy and capacity building

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
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		B	Std. Error	Beta		
1	(Constant)	24.334	2.152		11.306	.000
	ICT self-efficacy	.273	.062	.306	4.396	.000
	Capacity building	.202	.069	.205	2.948	.004

a. Dependent Variable: Service quality

Table 4.8 reveals the significant combined influence of information communication technology self-efficacy and capacity building on service quality of secretaries in private tertiary institutions in Osun State, Nigeria. It was tested using regression analysis. The result yielded a coefficient of multiple regressions $R = 0.520$ and multiple $R\text{-square} = 0.380$. This suggests that the measures of information communication technology self-efficacy and capacity building factors combined accounted for 14.4% variance in the prediction of service quality. The other factors accounting for the remaining variance are beyond the scope of this study. The result from the regression analysis shows that there was a significant combined influence of information communication technology self-efficacy and capacity building on service quality of secretaries in private tertiary institutions in Osun State, Nigeria, $F_{(2, 177)} = 14.901$, $p < 0.05$. This implies that information communication technology self-efficacy measures (mastery experience, vicarious experience, social persuasion and physiological and emotional state) and capacity building measures (training of secretaries, education and experience and knowledge acquisition) influence service quality of secretaries in private tertiary institutions in Osun State, Nigeria. Results in the table also showed that information communication technology self-efficacy had the highest contribution to the prediction of service quality and was significant (Beta = .306, $t = 4.396$, $p < 0.05$) while capacity building had the least contribution to the prediction of service quality of secretaries and was significant (Beta = .205, $t = 2.948$, $p < 0.05$). Therefore, H_{o3} is rejected.

4.4 Discussion of Findings

Results from research question one showed that the level of service quality of secretaries in private tertiary institutions in Osun State, Nigeria is moderately high. The findings suggest that while the majority of secretaries exhibit high competence in areas such as reliability, assurance, and responsiveness, there is room for improvement, particularly in strengthening empathy and ensuring consistency in problem resolution. The finding aligns with a previous study that explored the relationship between service quality dimensions and customer loyalty in the Nigerian telecom sector, particularly investigating the mediating role of customer satisfaction. Data for the study were collected from 183 experienced telecom users, and SERVPERF alongside correlation analysis was employed to assess the relationships. It was found that the level of service quality of employees was moderately high. The research found a substantial link between empathy and client loyalty and satisfaction¹. The findings also lend credence to another study examined the impact of functional quality service quality on customer satisfaction in Nigerian insurance industry. The aims of the research were to examine the reasons for negative perception and low patronage of customers toward the services that are provided by the insurance companies in Osun State, Nigeria of Nigeria. It was found that the level of service quality of employees was moderate. Customer satisfaction in the insurance market is positively influenced by responsiveness, assurance, dependability, tangibility, and empathy, which are all aspects of functional quality services².

The finding also goes in line with a study a study that examined service quality by health information management professionals in government teaching hospitals in Nigeria. Result revealed that the level of service quality of health information managers was moderate³. The finding also align with another study that investigated the influence of records management on service quality service in the public sector in Kenya and the findings showed that the level of

service quality was moderate. The study recommends that land records management processes should be audited for compliance to standard procedures: updating, regulating access⁴.

Results from research question two revealed that the level of ICT self-efficacy among secretaries in private tertiary institutions is moderately high. While mastery of routine ICT tasks, access to learning materials, and confidence in technology use are strong, there are notable challenges in troubleshooting, handling ICT-related anxiety, and managing mental fatigue. Addressing these areas through targeted training and support may further strengthen secretaries' ICT competence and confidence in the workplace. The finding lends credence to a study that investigated the influence of technology self-efficacy on service quality among academic staff in public universities in Southwest Nigeria. The researchers collected data from 264 academic staff members and employed structural equation modeling to analyze the relationships. The findings revealed that the level of ICT self-efficacy of employees was high, and it was affirmed that higher levels of technology self-efficacy significantly predicted increased service quality. Moreover, ICT adoption served as a mediating factor, suggesting that when employees are confident in their technological abilities, they are more likely to engage with ICT tools, leading to higher service quality. This enhanced engagement can translate into improved service quality, as engaged employees are more committed to delivering superior services⁵.

The finding also validates a study that examined the relationship between computer self-efficacy, data quality management, and service quality among health information management professionals. Finding showed that the level of computer self-efficacy was moderate. The results demonstrated that higher computer self-efficacy was associated with improved service quality, highlighting the importance of ICT competencies in the healthcare sector⁶. The finding also supports a study that explored the role of ICT self-efficacy in enhancing service quality among

secretaries in Ugandan universities. It was found that the level of ICT self-efficacy was moderately high. The findings showed that employees with high ICT self-efficacy were more effective in using university management systems, which improved student satisfaction and the overall quality of administrative services. The study highlighted the need for continuous professional development to sustain high ICT self-efficacy levels⁷.

Results from research question three revealed that the level of capacity building among secretaries in private tertiary institutions is moderate. While practical skills and training effects are strongly perceived, areas such as leadership inspiration and sponsorship for further education require attention. The finding goes in line with a study that explored the relationship between capacity building and service quality in Nigerian public sector organizations, particularly focusing on government offices in Southwest Nigeria. It was found that the level of capacity building of employees was moderate. The study found that employees who participated in capacity building programs, such as workshops on communication skills, leadership, and customer service, demonstrated improved ability to deliver efficient public services. The research concluded that investing in capacity building within the public sector could enhance service quality by improving employee skills, confidence, and job satisfaction⁸.

The finding also validates a study that investigated the relationship between human capacity building and service quality in healthcare institutions in South-South Nigeria. The study found that regular professional development programs and in-service training for healthcare workers significantly improved service quality, particularly in patient care. Training initiatives focused on medical technologies, customer care, and professional ethics, all contributed to improving the quality of services provided. Additionally, the study highlighted that healthcare workers who

underwent capacity building programs reported higher job satisfaction and were better equipped to manage patient needs, leading to better patient experiences and reduced service quality errors⁹. The finding also corroborates a study that focused on the banking sector in South-South Nigeria, examining how capacity building influenced service quality in banks. It was found that the level of capacity building of employees was moderate. The research revealed that banks that regularly invested in training programs for their employees, particularly in the areas of customer relationship management, digital banking tools, and communication skills, demonstrated a significant improvement in service quality. The study emphasized that training employees on emerging banking technologies such as mobile banking and online services led to better customer service experience and satisfaction. Furthermore, well-trained employees in the banking sector were better equipped to handle customer inquiries efficiently, reducing waiting times and errors in transaction processes¹⁰.

The finding corroborates a study that was conducted on the hospitality industry in South-South Nigeria. Exploring how capacity building impacts service quality. It was found that the level of capacity building of employees in hospitality is moderate. The study found that continuous training programs, especially those focused on guest management, hospitality etiquette, and conflict resolution, directly influenced the service quality in hotels and resorts. Capacity building programs were particularly effective in improving employees' ability to provide personalized services to guests, resolve complaints efficiently, and manage day-to-day hotel operations. The researchers observed that capacity building contributed to improved guest satisfaction, positive feedback, and enhanced customer loyalty¹¹. A study explored the impact of capacity building on service quality in the education sector, specifically in universities and colleges in South-South Nigeria. Findings showed that the level of capacity building of employees was high. The study

concluded that faculty and secretaries who participated in professional development programs were better equipped to deliver high-quality teaching and provide efficient administrative services. The training programs focused on improving teaching methods, incorporating new educational technologies, and enhancing student engagement. Students' satisfaction with their educational experience improved as a result of more competent and motivated educators¹².

Results from hypothesis one showed that there was significant influence of information communication technology self-efficacy on service quality of secretaries in private tertiary institutions in Osun State, Nigeria. The finding supports a study that was conducted on ICT self-efficacy and its influence on service quality in UK universities. Results showed that there was a significant influence of ICT self-efficacy on service quality. The study found that academic staff with high ICT self-efficacy were more effective in using digital platforms for teaching, grading, and communication with students. They were also better able to use data management systems to ensure timely feedback and academic support for students. This ultimately improved the overall quality of educational services provided by the institution. The study emphasized the importance of fostering high levels of ICT self-efficacy to enhance service quality in educational settings¹³. The finding also corroborates a study that explored the impact of ICT self-efficacy on service quality among secretaries in Kenyan universities. Findings showed that there was significant impact of ICT self-efficacy on service quality among secretaries. Employees with high ICT self-efficacy effectively used digital tools for student enrollment, record-keeping, and communication, leading to greater operational efficiency. The study emphasized the role of professional development programs in maintaining high ICT self-efficacy levels among staff¹⁴.

Results from hypothesis two showed that there was significant influence of capacity building on service quality of secretaries in private tertiary institutions in Osun State, Nigeria. The finding

lends credence to a study that examined the relationship between capacity building and service quality in banks operating in Southwest Nigeria. The study found that banks that invested in regular training programs for their employees saw a marked improvement in service quality, as employees were more equipped to handle customer inquiries, provide accurate information, and manage banking technologies. The study revealed that human capacity building, through training and skill development, significantly enhanced employees' job performance and their ability to offer superior service to customers¹⁵. The finding concurs with a study examined the effects of capacity building on service quality in healthcare institutions in Southwest Nigeria. The study highlighted that healthcare providers who underwent continuous training, including workshops on patient communication and medical technologies, were able to provide better quality care. The research found that such training led to better patient handling, quicker diagnoses, and improved overall service quality in healthcare settings¹⁶.

The finding goes in line with a study that explored the impact of capacity building on service quality in educational institutions in Southwest Nigeria. Particularly in universities. The study revealed that faculty members and secretaries who received regular professional development opportunities demonstrated better teaching practices, improved communication with students, and a stronger ability to integrate technology into their teaching. The study found a positive relationship between the training programs offered to staff and the academic quality delivered to students, which contributed to improved student satisfaction and learning outcomes¹⁷. The finding also supports a study that explored the influence of capacity building on healthcare service quality in Uganda. It was found that there was significant influence of capacity building on service quality. The study found that continuous professional development programs for healthcare workers, including training in clinical skills, patient communication, and managerial

skills, led to significant improvements in patient care and overall service quality. Healthcare employees who received regular training were better equipped to handle patient needs, improve their decision-making abilities, and enhance patient satisfaction. Moreover, capacity-building programs led to increased employee motivation, job satisfaction, and reduced turnover, which directly influenced service quality in healthcare settings¹⁸.

Results from hypothesis three showed that there was significant combine influence of information communication technology self-efficacy and capacity building on service quality of secretaries in private tertiary institutions in Osun State, Nigeria. The finding supports a study that investigated the influence of ICT self-efficacy on service quality in the UK hospitality industry, focusing on hotel employees. Results showed that there was a significant influence of ICT self-efficacy on service quality. The research revealed that employees who exhibited high ICT self-efficacy were better at using booking systems, customer management software, and digital payment solutions. This enabled them to provide faster, more accurate service and resolve customer complaints efficiently. The study highlighted that ICT self-efficacy was a critical factor in ensuring high levels of customer satisfaction in the hospitality sector, where service quality is key to maintaining competitive advantage¹⁹.

The finding supports a study that investigated how capacity building influenced the service quality of employees in educational institutions in Uganda. Their study focused on teachers and secretaries in both primary and secondary schools. They found that teacher training programs focused on pedagogy, curriculum delivery, and classroom management led to improved teaching outcomes, while training for secretaries improved organizational efficiency. The research highlighted that continuous capacity building programs enhanced the professionalism of teachers and staff, which in turn contributed to improved student performance and overall satisfaction.

Students also reported better academic experiences due to more engaged and competent teachers²⁰. The finding also goes in line with a study that examined the effect of capacity building on the quality of services in Uganda's public sector organizations. It was found that there was a significant effect of capacity building on the quality of services. Their research showed that capacity-building programs that focused on leadership skills, customer service, and project management improved the service quality in public institutions. Employees who participated in training programs were found to be more efficient, responsive to public needs, and better equipped to manage public resources effectively²¹. A service is efficient when the same objectives are accomplished with the help of available resources and successful when the results or accomplishments are valuable to customers²².

Endnotes

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Chapter Five

Summary, Conclusion and Recommendations

5.1 Summary

The study examined information communication technology self-efficacy, capacity building and service quality of secretaries in private tertiary institutions in Osun State, Nigeria. The study employed a descriptive survey research design, a method that aims to examine relationships among variables through observation. The population of the study included all the 195 secretaries in all the private tertiary institutions in Osun State, Nigeria. The sample size comprised 195 secretaries which was determined using the total enumeration technique which included 41 males and 139 females.

The findings revealed that the level of service quality of secretaries in private tertiary institutions in Osun State, Nigeria is moderate. The level of ICT self-efficacy among secretaries in private tertiary institutions in Osun state is moderate. The level of capacity building among secretaries in private tertiary institutions in Osun State is moderate. The result of the hypothesis showed that there was a significant influence of information communication technology self-efficacy on service quality of secretaries in private tertiary institutions in Osun State, Nigeria. The result of the hypothesis found out that there was a significant influence of capacity building on service quality of secretaries in private tertiary institutions in Osun State, Nigeria. The result of the hypothesis found out that there was a significant influence of information communication technology self-efficacy and capacity building on service quality of secretaries in private tertiary

institutions in Osun State, Nigeria. Validity and reliability of the instrument, questionnaire as the instrument for data collection, data analysis is the statistical tools used in this study.

5.2 Conclusion

The findings of the study showed that the level of service quality of secretaries in private tertiary institutions in Osun State, Nigeria is moderate. Also, it was found that the level of information communication technology self-efficacy among secretaries in private tertiary institutions in Osun state is moderate. The level of capacity building among secretaries in private tertiary institutions in Osun State is moderate. It was also found that there was a significant influence of information communication technology self-efficacy on service quality of secretaries in private tertiary institutions in Osun State, Nigeria. There was a significant influence of capacity building on service quality of secretaries in private tertiary institutions in Osun State, Nigeria. It could be found that when secretaries are proficient with the use of ICT tools, their self-efficacy in the use of those tools tends to increase which could in turn enhance their service quality. Also, if management of the institutions periodically engages secretaries in capacity building programs such as workshops, seminars, symposium among others or if they give liberty to secretaries to equip their skills such as furthering their education etc. the rate at which they (secretaries) deliver their service tends to increase. The study concluded that information communication technology self-efficacy and capacity building had a positive influence on service quality of secretaries in private tertiary institutions in Osun State, Nigeria.

5.3 Recommendations

Based on the findings of the study, below are the recommendations:

1. To increase the level of service quality of secretaries, management of the private institutions should organize time management and workflow training to ensure that secretaries can meet promised deadlines consistently. They can also introduce feedback systems from lecturers and students to identify delays or reliability issues for prompt correction as this would strengthen reliability of service.
2. To enhance the service quality of secretaries, they should develop personal time management strategies to meet deadlines and deliver services as promised. They should also adopt proactive communication by informing stakeholders in advance about service timelines or delays.
3. To improve service quality, secretaries should cultivate active listening, patience, and empathy when dealing with students, lecturers, and other stakeholders. They should also maintain a courteous and professional demeanor in all interactions to build trust and confidence.
4. To enhance the level of ICT self-efficacy of secretaries, they should regularly practice and explore new software, applications, and office technologies to enhance work efficiency. They should also stay informed on emerging ICT tools that can simplify workflows, improve document management, and facilitate communication.
5. Secretaries should learn basic troubleshooting for office equipment and ICT tools to reduce downtime and dependency on technical support as this would thus increase their level of ICT self-efficacy.
6. To excel in their positions, secretaries must commit to ongoing personal and professional evolution. Engaging in institutional and external learning initiatives sharpens their ICT

prowess, refines office acumen, and polishes communication talents. Acquiring pertinent certifications and embracing concise skill-enhancement courses fosters adaptability and competitiveness. Collaborative team-building endeavors nurture collegial connections and motivate peers through exemplary conduct. Additionally, secretaries can augment their capabilities through advanced studies – diplomas, degrees, or specialized certifications in domains such as digital office solutions, business leadership, or client relations – utilizing accessible digital academies like Coursera and LinkedIn Learning for economical skill augmentation, thus equipping themselves to address dynamic organizational requisites with distinction.

5.4 Contribution to Knowledge

This thesis has provided significant insights into the interplay between Information and Communication Technology (ICT) self-efficacy, capacity building, and service quality among secretaries in private tertiary institutions in Osun State, Nigeria. By examining these interrelationships, the research contributes to the understanding of how ICT competencies and professional development influence administrative effectiveness in Nigerian higher education settings. The findings underscore the critical role of ICT self-efficacy in shaping the performance of secretaries. Majority of the respondents reported high competence in basic ICT operations, such as using computers for daily tasks and troubleshooting. However, challenges remain in areas like technical problem-solving, indicating a need for targeted training to bridge these gaps.

The literature reviewed in this study have conceptually given a better understanding and knowledge of Information and Communication Technology (ICT) self-efficacy and capacity building on service quality of secretaries. Further, the same study is encouraged to be done in other tertiary institutions in Southwestern states of Nigeria. The literature have contributed

geographically as it focused mainly on secretaries in all the private tertiary institutions in Osun state which could serve as a basis for other researchers to make reference to this work when choosing the scope of their studies. The study has contributed to the body of knowledge by highlighting the importance of ICT self-efficacy and capacity building in enhancing the service quality of secretaries in private tertiary institutions. The findings serve as a foundation for developing strategies aimed at improving administrative practices and fostering a more efficient educational environment in Osun State and beyond.

5.5 Suggestions for Further Studies

Future studies are suggested as follows:

1. A study of this nature could also be carried out using secretaries from other local governments in other states. More samples should be used so that the result could provide a wider representation of the populace
2. Comparative studies across different regions or types of institutions could also provide a broader perspective on the effectiveness of ICT and capacity-building initiatives using tertiary institutions in Osun and Oyo states.
3. Future studies could adopt a qualitative research approach to uncover insights that quantitative methods may not capture. Such an approach would allow for observations drawn from real-life experiences, providing a deeper understanding of the actual circumstances surrounding the service quality of secretaries. Further studies could adopt a mixed method which comprises the use of both quantitative and qualitative data as this would make the findings of the study to be robust.

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- Naidu, L. *Service Quality of Administrative Staff For Student Satisfaction At A Kzn University of Technology*. Unpublished Masters' Thesis. Durban University Of Technology. 2021.

Appendix 1
LEAD CITY UNIVERSITY, IBADAN
FACULTY OF COMMUNICATION AND INFORMATION SCIENCE
DEPARTMENT OF OFFICE AND INFORMATION MANAGEMENT

Dear Respondent,

I am a master's student from the above-named university and this questionnaire is designed to elicit information on **“information communication technology self-efficacy, human capacity building and service quality of secretaries in private tertiary institutions in Osun State, Nigeria.”**. Your prompt and thoughtful responses to the questions below will greatly assist in achieving the objectives of this research. Please note that all information provided will be kept strictly confidential and used solely for academic purposes.

Thank you.

ADEWALE Mobolaji Mojisola

SECTION A: Personal Data

Please tick (✓) the appropriate option and fill in the gap where necessary.

1. Name of Institution: _____
2. Gender: a. Male () b. Female ()
3. Age: a. 20-30 years () b. 31-40 years () c. 41-50 years () d. 51-60 years ()
e. 61 years and above ()
4. Educational Qualification: a. ND () b. NCE () c. HND () d. B.Sc () e. Master's ()
f. Others (specify).....
5. Years in Service: a. less than 1 year () b. 1-5 years () c. 6-10 years d. 11-15 years ()
e. 16-20 years () 21 years and above ()

SECTION B: Service Quality

INSTRUCTION: Please tick (✓) in the appropriate column

NOTE: Very High (VH)=4, High (H)=3, Low (L)=2, Very Low (SD)=1

	Statements	VH	H	L	VL
I	Reliability of Service				
1	When I promise to do something by a certain time, I do so				
2	I am sympathetic and reassuring when students, lecturers and stakeholders have problems				
3	Other employees depend on me for some certain tasks				
4	I provide service at the time I promise to do so				
II	Assurance of Service				
5	I am expected that my behavior instills confidence among students in the institution				
6	I am expected that the students in the institution feel safe in the services I render to them				
7	I am consistently courteous with students, lecturers and other				

	stakeholders within the institution				
8	I have the knowledge to answer questions pertaining to the goals and objectives in this institution				
III	Physical Tangibles				
9	I am expected to have modern ICT equipment for effective service delivery				
10	I have visually appealing facilities for effective service delivery				
11	I am expected to appear neat and have personal appearance				
12	I expect that materials provided for me are appealing to students and other non-academic staff				
IV	Empathy of Secretaries				
13	I am expected to give individual attention to students and lecturers who come for my service				
14	I am expected to give personal attention to students and lecturers who come for my service				
15	It is expected that I know the needs of students, lecturers and stakeholders				
16	It is expected that I have the interest of students, lecturers and stakeholders at heart				
V	Responsiveness to Service				
17	I inform students when services will be performed				
18	students and lecturers expect prompt services from me				
19	It is a problem if I am too busy to respond to students and lecturers request promptly				
20	I expect to always help students, lecturers and other stakeholders in the institution				

SECTION C: ICT Self-Efficacy

INSTRUCTION: Please tick (√) in the appropriate column

NOTE: Strongly agree (SA)=4, Agree (A)=3, Disagree (D)=2, Strongly disagree (SD)=1

	Statements	SA	A	D	SD
I	Mastery Experience				
1	Secretary uses computer to plan the day's activities				
2	Secretary can confidently trouble shoot any computer problem				
3	My confidence level in working on a personal computer, smart phone, educational software is impressive				
4	Secretary knows what to do when a problem arises while working with the computer				
II	Vicarious Experience				
5	Secretaries level of using smart phones to carry out any task just like using the computer				
6	Secretaries do update their knowledge constantly in order to meet				

	with the technological changes				
7	Secretaries developed a framework for competence building through working closely with other experience senior colleagues				
8	I can write any kind of text with the computer				
III	Social Persuasion				
9	Using ICT enhances the learning of relevant and current things				
10	Using ICT helps the secretary to think deeply				
11	ICT permits access to current learning materials				
12	Using ICT allows the secretary to get first-hand information				
IV	Physiological and Emotional State				
13	I feel anxious when trying to use unfamiliar technology				
14	Using ICT tools makes me feel confident and in control				
15	I feel mentally exhausted after using certain digital applications.				
16	I get nervous when I encounter errors while using ICT tools				

SECTION D: Capacity Building

INSTRUCTION: Please tick (√) in the appropriate column

NOTE: Strongly agree (SA)=4, Agree (A)=3, Disagree (D)=2, Strongly disagree (SD)=1

	Statements	SA	A	D	SD
I	Training of Secretaries				
1	Training enables me to produce quality work,				
2	Knowledge gained during training has positively improved my quality of service				
3	Training enables me to effectively inspire other employees				
4	Training assists me to deal effectively with work				
II	Investment in Education				
5	The knowledge gained during education positively improve work performance				
6	Educational opportunities in the institution is a source of motivation that makes me to put in more effort in my job				
7	My institution encourage employee to further their education				
8	My institution sponsors its employees for long course				
III	Experience and Knowledge Acquisition				
9	I am capable of using modern office achines and technologies (e.g., printers, scanners, photocopiers).				
10	I communicate effectively with staff, students, and external stakeholders				
11	I effectively manage schedules and appointments				
12	I am able to resolve work-related issues independently				

Bio Data

ADEWALE MOBOLAJI MOJISOLA

Basement House, Taiwo Adewole Street, Camp Young Area, Ede North, Osun State.

Adewalemobolaji380@gmail.com

07061111187

Date and Place of Birth: 9th of September, 1985

Nationality: Nigerian

Marital Status: Married

No. of Children and their ages: (4) 16,12,8 and 8

Name and Address of Spouse: Dr. Adekunle Adewale U.

Basement House, Taiwo Adewole Street, camp Youn, Ede North, Osun State, Nigeria.

Name and Address of Next of Kin: Dr. Adekunle Adewale U.

Basement House, Taiwo Adewole Street, camp Youn, Ede North, Osun State.

Date of Assumption of Duty in current establishment: 08/06/2018

Status on first appointment in current establishment: Married

Educational Institutions Attended with Dates & Qualifications:

Leadcity University Ibadan (BSC)
(Office and information management) 2003

Federal Polytechnic Ede, Osun State.
Higher National Diploma (HND)
(Office Technology and Management) 2010

Federal Polytechnic Ede, Osun State.
National Diploma (ND)
(Secretariat Studies) 2006

Secondary School Leaving Certificate
National Examination Council (NECO) 2002

Advance Diploma in Computer
Desktop Publishing. 2002

WORK EXPERIENCE

Nigeria Police Force
Zonal XI Headquarters Osogbo,
Osun State,
Nigeria.

Tokunbo Ayeni & Co. (Legal Practitioner&Property Consultant)
Suit 33, Rodeo Mail, 146/148 Obafemi Awolowo Way, Ikeja, Lagos State.
(Secretary)

Nfi Insurance Company Ltd.
Apapa Oshodi, Lagos.
Industrial Attachment
(Secretary)

Allied Tecno System Limited
1, Cocosheen Close, by Alade Market, Ikeja Lagos.
(National Youth Service Corp)
Personal Assistant to the Commercial Director

MEMBERSHIP OF ACADEMIC PROFESSIONAL BODIES:

National Institute of Office Administrators and Information Managers
(NIOAIM) Associate

MAJOR CONFERENCE/WORKSHOPS ATTENDED:

Promoting Effective Labour Migration, Decent Work and Standardised
Recruitment Processes. Centre for Gender, Humanitarian and Development
Studies (CGHDS) Redeemers's University, Ede, Osun State. Nigeria. In
Conjunction with Migrant Resource Centre (MRC) Federal Ministry of Labour &
Employment (FMLE)

AI, Research and Grant Writing Training for all Postgraduate Students. Lead City
University, Ibadan.

1st International Conference, Navigating the Future: Innovation in the field of
Information Management. Department of Information Management Lead City
University, Ibadan.

EXTRA CURRICULAR ACTIVITIES:

Sport and Volunteer Work

NAMES AND ADDRESSES OF REFEREES

Dr. Adekunle Adewale U.
Federal Polytechnic Ede,
Osun State,
Nigeria.
MIS Director

Dr. Taiwo Adebayo
Office Technology and Management Department,
Federal Polytechnic Ede,
Osun State,
Nigeria.
Entrepreneurship Director

Lead City University Ibadan DO NOT COPY

The University Compliance Certification

This is to certify that this Thesis was written by Mobolaji Mojisola ADEWALE with Matriculation Number LCU/PG/005846 in the Department of Office and Information Management, Faculty of Communication and Information Sciences, Lead City University, Ibadan, is in full compliance with the approved University format and style.

Signature

Date