

Chapter One

Introduction

1.1 Background to the Study

Effectiveness is the extent to which stated goals and objectives are met. It is a measure of the success in achieving a clearly stated objective¹. Measuring effectiveness can be like taking the pulse of an organization. It involves going beyond surface appearances and delving into the heart of its operations. In the case of secretaries, effectiveness is not just about checking tasks off a list. It is about efficiency, accuracy, and the seamless flow of information.

Administrative effectiveness is also about the ability to solve problems creatively when unexpected situations arise and also about the possession of organizational skills that keep information readily accessible². By considering these multiple facets, we gain a comprehensive understanding of a secretary's true effectiveness, ensuring they are not just completing tasks, but contributing to the smooth running and overall success of the organization. Considering these multiple facets also leads to understanding the fact that if the level of effectiveness is low, it can lead to ineffectiveness.

Administrative effectiveness refers to an administrator's capacity to realize the goals and aims of the organization³. For an organization to function optimally, it must successfully fulfil its objectives. The more objectives met, the stronger the organization's performance and the more effective is the combined resources (both human and material resources). Hence, there should be a mutual reinforcement of objectives whereby individual and organizational objectives are accomplished together. Administrative effectiveness is the progressive response to administrative efforts and activities with the purpose to achieve

stated goal. Administrative effectiveness is about achieving the goals of an organization through the efficient, accurate, and well-organized execution of administrative duties.

Globally, administrative effectiveness is the backbone of organizational success, ensuring that institutions operate efficiently and meet their objectives. It encompasses the ability to plan, organize, lead, and control resources to achieve goals with optimal productivity. In today's interconnected world, administrative effectiveness is influenced by rapidly changing technologies, dynamic workforce diversity, and evolving stakeholder expectations. Effective administration requires adaptability, innovation, and strategic decision-making to address challenges such as resource constraints, misaligned goals, and ineffective communication systems⁴. Despite advancements in management practices and tools, many organizations still face difficulties in integrating these approaches holistically, especially in environments characterized by bureaucratic processes and limited access to modern technologies.

These global challenges are equally evident in institutions of learning, including public polytechnics in Oyo State. Here, administrative effectiveness is critical for providing high-quality education and ensuring institutional efficiency⁵. Secretaries, as central figures in administrative processes, play a vital role in managing communication, coordinating activities, and ensuring adherence to institutional policies. However, their effectiveness is often hindered by challenges specific to the local context. Organizational culture may not always support innovation or professional growth, leaving secretaries undertrained and undervalued. Additionally, gaps in computer self-efficacy, particularly in adopting and leveraging modern technologies, compound the problem. This leads to inefficiencies in record-keeping, communication, and task management. Furthermore, the lack of clearly defined performance metrics and limited investment in capacity building initiatives creates a gap between the expectations of administrative roles and the resources

provided, undermining the overall effectiveness of administrative staff in public polytechnics in Oyo State.

Secretaries are administrative professionals who serve as the backbone of organizational operations, ensuring efficiency and coordination in various tasks⁶. They are responsible for duties such as managing schedules, organizing meetings, maintaining records, handling correspondence, and facilitating communication within and outside the organization. Their importance lies in their ability to enhance productivity, ensure smooth workflows, and support executives or departmental heads in decision-making processes. In institutions like public polytechnics, secretaries play a vital role in coordinating academic and administrative activities, maintaining accurate documentation, and fostering effective communication, thereby contributing significantly to the institution's overall success and functionality.

Measuring administrative effectiveness is complex because there is no one-size-fits-all approach. While different perspectives exist, the 3-dimensional theory of administrative effectiveness, originally formulated by William Reddins focuses on balancing task-oriented work styles with relationship orientated ones⁷. This study adopted these aspects to measure administrative effectiveness among secretaries in public polytechnics in Oyo State, Nigeria. Task orientation is a work style where efficiency reigns supreme. People with this approach prioritize adhering to established procedures, completing tasks on time and accurately, focusing on achieving goals and meeting deadlines with a structured and results-driven mind set⁸. Relationship orientation prioritizes building positive connections with colleagues and clients. Individuals with this style value collaboration, communication, and fostering a supportive work environment⁹. Relationship Orientation reflects fostering strong personal relationships with subordinates, colleagues, superiors, clients, students and other stakeholders, characterized by empathy, listening, good

customer relationship and encouragement¹⁰. Overall effectiveness refers to achieving successful outcomes in administrative roles by balancing efficiency in completing tasks with the cultivation of positive relationships¹¹. It involves secretaries adapting to specific institutional requirements, managing responsibilities proficiently, and fostering a supportive work environment to enhance organizational performance and service delivery in public polytechnics.

Organizational culture as one of the factors that can influence administrative effectiveness of secretaries could be referred to as the shared values, beliefs, norms, attitudes, and behaviours that characterize the work environment and interactions within an organization¹². It represents the collective understanding of "how things are done" within the organization and influences the behaviour and decisions of its members¹³. The concept of organizational culture is measured by artefacts, espoused values, and basic underlying assumptions¹⁴.

Artefacts refer to the visible, tangible aspects of organizational culture, including physical structures, technology, and symbols. These are the concrete manifestations of the organization's values and beliefs, readily observable by members and outsiders alike. Espouse values are the stated official value of the organization. They are the stated beliefs, ideals, philosophies, principles and goals that an organization professes to uphold dearly¹⁵. These values are often articulated in mission statements, codes of conduct, and official communications. When these values are emphasized and upheld by the institution's leadership, secretaries are more likely to prioritize tasks that align with these values, such as providing timely and accurate information to students and stakeholders. This alignment fosters a sense of purpose and dedication among secretaries, enhancing their administrative effectiveness. Basic underlying assumptions are often the unconscious

beliefs, perceptions, and interpretations that shape organizational culture¹⁶. Beliefs about the purpose of education, the nature of authority, and the importance of collaboration shape how secretaries perceive their roles and responsibilities within the institution. Existing literature has identified computer self-efficacy as another factor that can impact administrative effectiveness.¹⁷

Computer self-efficacy is a psychological construct that refers to an individual's belief in their own ability to effectively use and navigate computer technologies¹⁸. It is rooted in Albert Bandura's theory of self-efficacy, which posits that individuals' beliefs in their capabilities influence their motivation, behaviour, and the outcomes they achieve. Computer self-efficacy is measured by mastery experience, vicarious experience and social persuasion. Mastery experience refers to an individual's first hand experiences of successfully completing tasks or solving problems using computer technology.

These experiences build confidence and competence in one's ability to use computers effectively¹⁹. Secretaries who have positive mastery experiences with computer technology are more likely to feel confident and capable in utilizing technology to perform administrative tasks²⁰. They are better equipped to handle various technological challenges and adapt to new software or systems within the public polytechnic environment. This confidence leads to increased efficiency, productivity, and effectiveness in managing administrative responsibilities²¹.

Vicarious experience involves observing others successfully perform tasks or overcome challenges using computer technology²². Seeing others succeed with technology, individuals can gain confidence in their own abilities and learn new strategies or techniques for using technology effectively. Secretaries who have access to positive

vicarious experiences with computer technology are more likely to feel inspired and motivated to enhance their own computer skills.

Social persuasion involves receiving encouragement, feedback, or guidance from others that boosts confidence in one's ability to use computer technology effectively²³. This persuasion can come from supervisors, mentors, or peers who provide support and validation regarding one's computer skills and capabilities. In view of the above discussions, this study seeks to investigate the influence of organizational culture, computer self-efficacy on administrative effectiveness of secretaries in public polytechnics in Oyo State, Nigeria.

1.2 Statement of the Problem

Administrative effectiveness ensures efficient resource management and timely decision-making, fostering agility and transparency within the organization. Secretaries play crucial roles in enhancing this operational efficiency and communication by navigating intricate digital platforms, communicate effectively across diverse channels, and manage data in a technology-driven environment. When secretaries are effective, administrative tasks are completed seamlessly and efficiently, leading to increased productivity and reduced operational bottlenecks. However, preliminary investigation and literature review revealed that organizational culture and computer self-efficacy may challenge administrative effectiveness²³. If the challenges to the administrative effectiveness of secretaries are not addressed, it could lead to disrupted academic schedules, delayed responses to student inquiries, and errors in financial management, jeopardizing the overall functioning and reputation of the public polytechnics in Oyo State, Nigeria.

Several studies have investigated factors influencing administrative effectiveness in educational institutions⁴, but there is a notable scarcity of research specifically addressing the influence of organizational culture and computer self-efficacy on the effectiveness of secretaries in public polytechnics in Oyo State, Nigeria. While studies have explored aspects of organizational culture and computer self-efficacy in other contexts, such as corporate settings, the unique dynamics of public polytechnics in Oyo State warrant further investigation to understand how these variables impact administrative effectiveness in this specific context. Hence, this study investigated the influence of organizational culture and computer self-efficacy on the administrative effectiveness of secretaries in public polytechnics in Oyo State, Nigeria.

1.3 Aim and Objectives of the Study

The aim of the study was to investigate the influence of organizational culture, computer self-efficacy on administrative effectiveness of secretaries in public polytechnics in Oyo State. The objectives were to:

- i. identify the level of administrative effectiveness of secretaries in public polytechnics in Oyo State Nigeria.
- ii. examine the prevalent organizational culture in public polytechnics in Oyo State;
- iii. identify the level of computer self-efficacy on administrative effectiveness of secretaries;
- iv. determine the influence of organizational culture on administrative effectiveness of secretaries in public polytechnics in Oyo State;
- v. determine the influence of computer self-efficacy on administrative effectiveness of secretaries in public polytechnics in Oyo State; and
- vi. determine the combined influence of organizational culture and computer self-efficacy on administrative effectiveness of Secretaries in public Polytechnics in Oyo

State.

1.4 Research Questions

The following research questions guided the study:

1. What is the level of administrative effectiveness of secretaries in public Polytechnics in Oyo State, Nigeria?
2. What is the prevalent organizational culture in public polytechnics in Oyo State, Nigeria?
3. What is the level of computer self-efficacy on administrative effectiveness of secretaries in public Polytechnics in Oyo State, Nigeria?

1.5 Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

- H₀₁: There will be no significant influence of organizational culture on administrative effectiveness of secretaries in public Polytechnics in Oyo State, Nigeria
- H₀₂: There will be no significant influence of computer self-efficacy on administrative effectiveness of secretaries in public polytechnics in Oyo State, Nigeria.
- H₀₃: There will be no combined significant influence of organizational culture and computer self-efficacy on administrative effectiveness of secretaries in public Polytechnics in Oyo State, Nigeria.

1.6 Significant of the Study

This study will be significant to various stakeholders including the management of public polytechnics in Oyo State, policymakers, secretaries, researchers, students, and the broader community. The study's significance extends to the management of public polytechnics in Oyo State, providing them with valuable insights into the specific

challenges faced by secretaries in administrative roles. Armed with this knowledge, management can implement targeted strategies to address these challenges, such as providing training programs to enhance computer self-efficacy or restructuring organizational culture to promote efficiency and transparency. Ultimately, improved administrative effectiveness will contribute to the overall success and reputation of the public polytechnics under their purview, aligning with their mission to provide quality education and services to students and the community. Policymakers can use the insights gained from this study to inform policy decisions aimed at strengthening administrative capacity within public polytechnics. By understanding the factors influencing administrative effectiveness, policymakers can develop targeted interventions and allocate resources effectively to support institutional improvement efforts.

This study's significance to secretaries lies in its potential to highlight areas for professional development and improvement in their roles within public polytechnics. By identifying challenges related to administrative effectiveness, secretaries can gain a better understanding of the specific skills or areas where they may need additional support or training, such as enhancing computer self-efficacy. Additionally, insights from the study can empower secretaries to advocate for necessary changes in organizational culture or support systems to better facilitate their administrative duties, ultimately leading to increased job satisfaction and effectiveness in their roles.

A more efficient administrative environment resulting from this study's findings will benefit educators and students alike. Streamlined processes and improved communication channels will facilitate smoother academic operations, leading to enhanced teaching and learning experiences. Students will receive better support services, leading to improved academic outcomes and overall satisfaction with their educational experiences.

Academic researchers will find value in this study as it contributes to the body of knowledge on administrative effectiveness within educational institutions. The findings can serve as a basis for further research exploring similar issues in different contexts or delving deeper into specific aspects of administrative functioning. Additionally, researchers can use the study's methodology and insights as a reference point for conducting similar studies in other regions or sectors.

The broader community will benefit from a better-functioning education sector in Oyo State. A more efficient administrative system in public polytechnics can contribute to workforce development by producing skilled graduates equipped to meet the demands of various industries. Additionally, a strong education sector fosters innovation and economic growth, ultimately benefiting the entire community. Lastly, the study's significance to the whole nation lies in its potential to impact workforce development, economic growth, and overall competitiveness. Public polytechnics play a critical role in preparing skilled professionals across various fields, and improvements in administrative effectiveness can lead to better-educated graduates equipped to meet the demands of the job market. A more efficient education sector contributes to a skilled workforce, which, in turn, drives innovation, productivity, and economic prosperity at both local and national levels. Additionally, a strong education sector enhances the nation's global competitiveness, attracting investment, fostering international collaborations, and positioning the country for long-term sustainable development.

1.7 Scope of the Study

The study focused on influence of organizational culture and computer self-efficacy on administrative effectiveness of secretaries in public polytechnics in Oyo State, Nigeria.

Administrative effectiveness was measured with tasks orientation, relationship orientation and overall effectiveness, organizational culture was measured with artefacts, espoused values, and basic underlying assumptions, while computer self-efficacy was measured with mastery experience, vicarious experience and social persuasion. The geographical scope covered three public polytechnics in Oyo State. The Polytechnic Ibadan, Ibadan, Adeseun Ogundoyin Polytechnic, Eruwa and Okeogun Polytechnic, Saki.

The selection of these three public polytechnics in Oyo State as the geographical scope for the study was strategically driven by their role in producing secretaries. As the study focuses on examining the administrative effectiveness of secretaries, investigating institutions where these professionals were trained and employed provided a direct lens into the factors shaping their skills and performance. The primary respondent were secretaries working in administrative positions within the selected public polytechnics in Oyo State, Nigeria.

1.8 Limitations of the Study

The secretaries working in the public polytechnics in Oyo State, comprising The Polytechnic, Ibadan, Adeseun Ogundoyin Polytechnic, Eruwa, and Oke-ogun Polytechnic, Saki, are spread across different geographical locations, which posed logistical challenges. The distance between these institutions made the distribution and retrieval of questionnaire time-consuming. For the fact that the institutions are not clustered in the same location, reaching the secretaries at each institution required additional effort. The three public polytechnics in Oyo State did not use electronic record management systems for their staff. As a result, data on the targeted population had to be obtained from file records in their confidential record units, which was a time-consuming process.

Additionally, financial constraints affected the researcher's ability to move between the polytechnics efficiently. However, despite these difficulties, all challenges were successfully overcome, and they did not compromise the originality or integrity of the study in any way.

1.9 Operational Definition of Terms

Administrative Effectiveness: Administrative effectiveness refers to the degree to which secretaries in public polytechnics in Oyo State, Nigeria efficiently and proficiently execute their administrative tasks and responsibilities in the areas of task orientation, relationship orientation and overall effectiveness.

Task Orientation: Task orientation refers to the focus on efficiently completing specific administrative tasks and responsibilities within public polytechnics in Oyo State..

Relationship Orientation: Relationship orientation involves prioritizing the cultivation of positive interpersonal relationships and effective communication with colleagues, students, and stakeholders within public polytechnics in Oyo State.

Overall Effectiveness: Overall effectiveness refers to the ability of secretaries to efficiently carry out their administrative duties, manage resources effectively, and contribute positively to the overall functioning and productivity of the polytechnic administrative system.

Organizational Culture: Organizational culture refers to the shared values, beliefs, and behaviours that shape how secretaries work, interact, and contribute to the administrative

effectiveness of public polytechnics in Oyo State. It is measured with artefacts, espoused values and basic underlying assumptions.

Artefacts: Artefacts are the visible, tangible elements of organizational culture in public polytechnics Oyo State, such as office layouts and communication tools.

Espoused Values: Espoused values represent the officially stated beliefs and principles upheld by the institution.

Basic Underlying Assumptions: Basic underlying assumptions are the implicit beliefs and interpretations held by secretaries in public polytechnics in Oyo State.

Computer Self-Efficacy: Computer self-efficacy in the context of this study refers to the secretaries' belief in their ability to effectively use computer technology to perform administrative tasks within public polytechnics in Oyo State. It is measured with mastery experience, vicarious experience and social persuasion.

Mastery Experience: Mastering experience is defined as the first hand experiences of secretaries successfully completing tasks or solving problems using computer technology within public polytechnics in Oyo State.

Vicarious Experience: It refers to secretaries' observations of others successfully performing tasks or overcoming challenges using computer technology within public polytechnics in Oyo State.

Social Persuasion: Involves the encouragement, feedback, or guidance received by secretaries from supervisors, mentors, or peers regarding their computer skills and capabilities within public polytechnics in Oyo State.

Secretaries: Secretaries refer to individuals employed in administrative roles within selected public polytechnics in Oyo State, Nigeria.

Endnotes

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Chapter Two

Literature Review

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

2.1 Conceptual Review

2.1.1 Administrative Effectiveness

2.1.2 Organization Culture

2.1.3 Computer Self-Efficacy

2.2 Theoretical Framework

2.2.1 Reddins' 3Dimensional Theory

2.2.2 Schein's Organizational Culture Model

2.2.3 Bandura's Self-Efficacy Theory

2.3 Review of Empirical Studies

2.3.1 Organizational Culture and Administrative Effectiveness

2.3.2 Computer Self-Efficacy and Administrative Effectiveness

2.4 Conceptual Model

2.5 Summary of Gap in Literature Reviewed

Endnotes

2.1 Conceptual Review

2.1.1 Administrative Effectiveness

Effectiveness refers to the extent to which a system, process, or individual achieves its intended goals and objectives. Effectiveness is the degree to which an action, program, strategy, or intervention achieves its intended outcome. In simpler terms, it is about doing the right thing and getting the desired results. It is the power to produce the desired result¹. Effectiveness in administrative roles, such as those held by secretaries in public polytechnics in Oyo State, hinges on several key factors. Firstly, it's goal-oriented. Clear objectives are vital benchmarks for measuring success. Without defined goals, assessing effectiveness becomes challenging, if not impossible. Moreover, effectiveness is about outcomes, not just effort; achieving tangible results is paramount. This distinction separates mere activity from genuine accomplishment.

Furthermore, effectiveness is distinct from efficiency. While efficiency concerns the optimal use of resources, effectiveness is about achieving goals, even if it requires more resources than strictly necessary. An approach can be effective but inefficient if it achieves its goals at a high cost. Additionally, effectiveness is context-dependent meaning, what works in one situation may not in another. Flexibility and adaptability are essential qualities in navigating varying contexts. Effectiveness is an ongoing process of continuous improvement¹. That is evaluation and reflection are crucial for identifying areas for enhancement and ensuring sustained success. Secretaries must constantly strive to refine their approaches, adapting to evolving circumstances and objectives within public polytechnics. Therefore, effectiveness in administrative roles is about achieving goals, delivering tangible outcomes, and continuously striving for improvement amidst changing contexts and challenges.

Generally, administrative effectiveness refers to the ability of administrators or a leadership team to achieve the goals and objectives of an organization². It is about creating an environment where resources are used efficiently, tasks are completed successfully, and the organization thrives. There are some key aspects of administrative effectiveness. Effective administrators ensure clear alignment between individual employee goals, departmental goals, and the overall organizational goals⁴. This creates a unified direction and motivates everyone to work towards the bigger picture. Another aspect is strategic planning. Developing and implementing sound strategies are essential for achieving long-term success. Effective administrators have a clear vision for the organization and translate that vision into actionable plans. Resource management is also included. This involves efficiently allocating and utilizing resources, such as personnel, finances, and equipment, to maximize their impact on achieving goals.

Another aspect is decision-making. Effective administrators make informed decisions that consider all relevant factors, potential risks and benefits, and the impact on stakeholders. Problem-solving is not excluded. Organizations inevitably face challenges. Effective administrators can identify problems early on, analyse root causes, and implement solutions that address the core issues⁵. Communication is also an important aspect. Clear and consistent communication, both internally and externally, is crucial for building trust, fostering collaboration, and keeping everyone informed. Employee motivation is also paramount in administrative effectiveness. That is, creating a positive work environment that motivates employees and fosters engagement is essential for maximizing productivity and achieving organizational goals.

In the world of organizations, success does not happen by accident. A critical component driving that success is administrative effectiveness. This is not just about paperwork and

filing. It is about creating an environment where everyone can function at their best and the organization achieves its goals⁶. Think of administrative effectiveness as the well-oiled engine that keeps the organization running smoothly. By focusing on key aspects like clear communication, strategic planning, and efficient resource management, administrators can; ensure everyone in the organization, from top to bottom, is working towards the same goals. Develop well-thought-out plans that position the organization for long-term success. Get the most out of the people, equipment, finances available, and foster a positive and productive work environment where employees feel motivated and engaged. In the light of this it is generally believed that the benefits of administrative effectiveness are far-reaching to the extent that organizations experience increased efficiency, improved performance, and a greater capacity for innovation that translates to a stronger bottom line and a competitive edge. As a result, investing in administrative effectiveness is an investment in the future of the organization. It creates a foundation for success, allowing everyone to thrive and the organization to achieve its full potential.

Within the philosophy of Total Quality Management (TQM), administrative effectiveness becomes the engine that drives an organization towards its goals³. TQM emphasizes constantly improving all aspects of the organization, and strong administrative practices are a cornerstone of this philosophy. Imagine an organization where administrative tasks are streamlined, communication is clear, and services are delivered promptly. This is the essence of administrative effectiveness in the TQM context. TQM principles, like focusing on client satisfaction, be it internal or external, fuel this effectiveness. By ensuring administrative processes are efficient and accurate, the organization can better meet the needs of its clients.

TQM is all about continuous improvement, and administration is no exception. Regular evaluation and adaptation of procedures ensure they remain efficient and adaptable. Furthermore, TQM fosters a culture where employees feel empowered to contribute. Effective administration builds on this by empowering administrative staff to identify and suggest improvements in their own work. Data is king in TQM. Effective administration utilizes data to track performance, pinpoint bottlenecks, and make informed decisions about administrative procedures. By focusing on quality, continuous improvement, and client needs, TQM empowers administrative effectiveness to become the driving force behind organizational success.

Administrative effectiveness in public administration represents the cornerstone of efficient governance, intertwining several critical dimensions that collectively contribute to the smooth functioning of governmental bodies⁴. At its core, administrative effectiveness encapsulates the ability of these agencies to navigate complex bureaucratic landscapes while delivering essential services to citizens in a timely and impactful manner. One of the primary facets of administrative effectiveness lies in goal achievement. Government agencies must align their activities with overarching policy objectives, ensuring that their actions contribute meaningfully to societal progress. This necessitates clear goal-setting, strategic planning, and diligent execution to realize tangible outcomes that benefit the populace. Efficiency is another fundamental aspect that underpins administrative effectiveness. With limited resources at their disposal, public organizations must optimize their operational processes to achieve maximum output with minimal input. Streamlining workflows, eliminating redundancies, and leveraging technological advancements are pivotal strategies in enhancing efficiency and stretching available resources to their fullest potential.

Moreover, accountability forms a crucial pillar of administrative effectiveness, fostering trust and transparency in government operations⁷. By holding themselves answerable to stakeholders—including citizens, elected officials, and oversight bodies—public agencies demonstrate their commitment to responsible governance. This entails maintaining open lines of communication, providing regular progress updates, and promptly addressing concerns raised by constituents. In addition to accountability, adaptability emerges as a key determinant of administrative effectiveness, particularly in the face of dynamic socio-economic landscapes and evolving policy priorities. Public organizations must demonstrate agility in responding to emergent challenges, adjusting their strategies and resource allocations to effectively address shifting needs and circumstances. Furthermore, administrative effectiveness hinges on the provision of high-quality services that resonate with the diverse needs and expectations of citizens⁸. By prioritizing service excellence, government agencies can foster positive citizen experiences, bolstering public trust and satisfaction with governmental institutions.

Innovation serves as a catalyst for administrative effectiveness, driving continuous improvement and fostering resilience in the face of uncertainty⁹. By embracing cutting-edge technologies, exploring novel approaches, and nurturing a culture of creativity, public organizations can unlock new opportunities for efficiency gains and service enhancements. Stakeholder engagement emerges as a linchpin of administrative effectiveness, facilitating collaboration and partnership in decision-making processes. By actively involving citizens, community groups, and other governmental entities in policy discussions and program development, public agencies can harness collective insights and expertise to drive more informed and inclusive outcomes. In essence, administrative effectiveness in public administration encompasses a multifaceted array of dimensions, each contributing to the overarching goal of fostering efficient, transparent, and citizen-

centric governance⁴. By prioritizing goal alignment, efficiency, accountability, adaptability, service quality, innovation, and stakeholder engagement, government agencies can navigate the complexities of governance with confidence and efficacy, ultimately driving positive outcomes for the communities they serve.

Administrative effectiveness in training centres entails the proficient management of operations by administrative personnel to achieve the centre's objectives. Effective administrators exhibit strong organizational skills and clear communication, facilitating smooth coordination with trainers, trainees, and stakeholders. They play a central role in planning and coordinating training programs, managing financial resources, and leveraging technology for efficient operations. Problem-solving abilities are essential for addressing challenges promptly, while a customer service orientation fosters a positive experience for all involved. Adaptability and flexibility enable administrators to adjust strategies in response to changing circumstances, ensuring the continued delivery of high-quality training programs. Overall, administrative effectiveness relies on a diverse set of skills and competencies to support the success and impact of training centre operations⁵.

In the context of secretarial roles, Administrative effectiveness involves efficiently managing administrative tasks, communications, and office operations to support the smooth functioning of an organization or executive office, ensuring timely responses, maintaining organized records, facilitating effective communication, and managing schedules to optimize productivity and support the attainment of organizational objectives⁶. Administrative effectiveness in the context of time management and administrative effectiveness in schools revolves around the efficient allocation of time and resources by school administrators to carry out various tasks and responsibilities. It entails the ability to prioritize tasks effectively, organize schedules efficiently, and

minimize time wastage to ensure the smooth functioning of school operations. Effective time management enables administrators to oversee academic programs, coordinate extracurricular activities, manage staff, and address administrative duties promptly and effectively. This includes skills such as setting clear objectives, establishing timelines, delegating responsibilities when appropriate, and utilizing time-saving strategies like scheduling software and task prioritization methods. Furthermore, effective time management in schools contributes to creating a conducive learning environment, improving teacher-student interactions, and enhancing overall school performance. It allows administrators to optimize their productivity and focus on initiatives that support the educational mission and goals of the school. Therefore, administrative effectiveness in the context of time management is the proficient allocation of time and resources by administrative personnel to efficiently carry out tasks and responsibilities, ensuring the smooth operation of the organization while maximizing productivity and achieving goals⁷.

Administrative effectiveness in addressing behavioural problems among secondary school students involves efficiently managing disciplinary issues and implementing strategies to mitigate problematic behaviours. This includes establishing clear guidelines and protocols, fostering a positive school climate, and providing targeted interventions and support services for students in need⁸. Effective administrators collaborate with teachers, counsellors, and parents to identify underlying causes of behavioural problems and develop tailored interventions. Ultimately, administrative effectiveness in this context aims to create a safe and conducive learning environment where students can succeed both academically and socially. Viewing administrative effectiveness alongside the constraints to principals' administration, administrative effectiveness represents the ability of school principals to efficiently navigate and manage their administrative responsibilities despite the limitations and challenges they encounter. It involves finding

creative solutions, making strategic decisions, and effectively utilizing available resources to overcome constraints such as limited budgets, time constraints, bureaucratic hurdles, and external pressures⁹.

Other literature reviewed has linked administrative effectiveness to the concept of "Principals' Administrative strategies"¹⁰. It indicates that the strategies employed by principals, including planning, communication, motivational, and disciplinary practices, have a positive bearing on managerial effectiveness in secondary schools. Thus, the concept of administrative effectiveness in this study is framed around the actions, decisions, and approaches taken by principals in their administrative roles. Administrative effectiveness can indeed be conceptualized by various components, among which management information systems (MIS) play a crucial role. MIS encompass a range of technological tools and systems designed to gather, process, and disseminate information for effective decision-making and management within organizations. In the context of administrative effectiveness in secondary schools, MIS can contribute by streamlining administrative processes, facilitating data-driven decision-making, improving communication, enhancing resource allocation, and fostering overall organizational efficiency. Therefore, while administrative effectiveness may involve multiple components, the utilization of MIS stands out as a pivotal factor in optimizing administrative performance and achieving desired outcomes within educational institutions. As a result, administrative effectiveness is closely tied to the efficient utilization of management information systems (MIS) alongside other crucial components within secondary schools¹¹.

Administrative effectiveness can also be assessed through the correlation between the administrative function of principals and the effectiveness of Teacher Training Colleges.

In essence, it suggests that the effectiveness of these colleges can be measured by how well the administrative responsibilities of principals are fulfilled. This perspective emphasizes the pivotal role of principals in shaping the overall effectiveness and performance of Teacher Training Colleges. It implies that strong administrative leadership is crucial for ensuring the success and efficiency of educational institutions focused on training future teachers¹². Administrative effectiveness can also be referred to as the efficiency and success of administrative processes within an organization, particularly in relation to the role of secretaries in adapting to new habits or practices¹³.

Effectiveness of administrative operations is influenced by how well secretaries integrate and adapt to new habits or routines within their professional responsibilities. This perspective underscores the importance of secretaries in facilitating organizational change and improvement by embracing and effectively implementing new habits or practices. Therefore, administrative effectiveness in this context is closely tied to the ability of secretaries to adapt and contribute positively to the adoption of new behaviours or procedures within the administrative framework of the organization. Indeed, the importance of secretarial skills is another significant role in determining administrative effectiveness¹⁴. Secretarial skills encompass a wide range of abilities such as communication, organization, time management, attention to detail, and technological proficiency, all of which are essential for efficient administrative operations. Secretaries often serve as the backbone of administrative functions, providing vital support to managers, executives, and other staff members. Their ability to effectively manage correspondence, schedule appointments, maintain records, and coordinate meetings directly impacts the overall efficiency and smooth functioning of an organization.

Additionally, proficient secretarial skills contribute to improved communication both internally and externally, streamlined workflows, and enhanced productivity. In essence, the level of secretarial skills directly influences the effectiveness of administrative processes and ultimately contributes to the overall success of the organization. Therefore, recognizing and nurturing these skills is crucial for achieving optimal administrative effectiveness. With the view of a cited literature, administrative effectiveness is influenced by two main factors which are organizational climate and the personality traits of the administrator. Organizational climate significantly impacts administrative effectiveness. A positive, supportive, and happy learning environment tends to lead to higher levels of administrative effectiveness. In such environments, people are inspired to perform their best, leading to greater productivity and efficiency in achieving organizational goals.

The personality traits of the administrator play a crucial role in determining administrative effectiveness. Traits such as honesty, cooperativeness, straightforwardness, dependability, attractiveness, and a good sense of humour are highlighted as important factors. Administrators possessing these traits are deemed to be more effective in their roles. Administrative effectiveness specifically pertains to how well administrators are able to create a positive organizational climate and demonstrate desirable personality traits that contribute to a productive work environment and successful achievement of organizational objectives. Administrative effectiveness enables administrators to effectively lead and inspire others, foster a conducive work environment, and demonstrate qualities such as honesty, cooperation, dependability, and a good sense of humour, all of which contribute to achieving administrative goals and organizational success¹⁵.

Administrative effectiveness embodies the adeptness of administrators in employing strategic networking, interpersonal skills, and decision-making processes to enhance resource allocation, performance, and overall climate within an organization^{16,17,18}. Notably within secondary schools. This effectiveness is gauged by various measures, including the ability to forge meaningful connections with stakeholders, proficient communication and conflict resolution, and the capacity to make well-informed decisions aligned with the institution's mission and objectives. The impact of administrative effectiveness is multifaceted. It manifests in the optimization of resource allocation, ensuring that funding, staff, and facilities are utilized optimally to bolster student learning and school success. Moreover, it fosters an environment conducive to enhanced individual performance, motivating teachers, staff, and students to excel and contribute positively to the school community. Through effective leadership and support, administrators cultivate an atmosphere of achievement, where all members are inspired to strive for excellence.

Some study noted that Administrative effectiveness is examined to understand its impact on efficiency, fairness, and procedural efficacy within tax collection agencies¹⁹. Determinants of administrative effectiveness in this framework encompass the implementation of outsourcing practices, the quality of communication and collaboration with outsourcing contractors, and the alignment of outsourced activities with agency objectives. The significance of administrative effectiveness lies in its potential to influence the efficiency of tax collection processes, the fairness of procedures, and the satisfaction of taxpayers and stakeholders. Administrative effectiveness is explored, emphasizing the pivotal role of leadership in cultivating a supportive environment²⁰. Measures of administrative effectiveness include the implementation of policies addressing workload, professional development opportunities, supportive supervision,

and staff collaboration. Its importance lies in its potential to enhance the retention, job satisfaction, and professional growth of special educators, thereby improving the quality of education for students with disabilities.

Administrative effectiveness refers to the ability of school administrators to implement and sustain these initiatives, fostering a positive school climate and promoting student well-being and academic success²¹. Determinants of administrative effectiveness in this context include resource allocation, staff training and support, fidelity to restorative justice principles, and the establishment of a positive school climate. The significance of administrative effectiveness here lies in its potential to cultivate a culture of respect, accountability, and conflict resolution, leading to improved student behaviour, reduced disciplinary incidents, and enhanced academic outcomes. Administrative effectiveness refers to the capacity of leaders to adeptly oversee resources, personnel, and procedures to achieve set objectives. This includes competencies in decision-making, communication, resource allocation, strategic planning, and problem-solving²². This explores the relationship between personality traits and self-leadership practices and its impact on organizational performance. Hence, administrative effectiveness did not only inform strategies for improving administrative efficacy but also contributes to enhancing organizational outcomes.

Administrative effectiveness, as elucidated in a study on state-owned companies (SOCs), is the proficient management of internal affairs within an organization, comprising clear procedures, competent staff, effective communication, and strong record-keeping practices²³. It serves as a cornerstone for organizational functionality, facilitating streamlined operations, compliance with regulations, and the cultivation of transparency and accountability. Administrative effectiveness acts as a catalyst for efficiency

enhancement, mitigating wastage and minimizing delays, while also fostering an environment conducive to good governance and stakeholder trust. Although not explicitly explored, its connection to overall organizational efficacy is implicit, suggesting that the strength of administrative infrastructure is integral to sustained success in SOCs.

Administrative effectiveness emerges as a multifaceted concept vital for the performance of senior officers, focusing on their cognitive ability, accessibility, and utilization of library information resources²⁴. Administrative effectiveness is contingent upon senior officers' cognitive capabilities, their access to relevant information, and their proficiency in utilizing it. These factors collectively influence senior officers' capacity to manage intricate administrative tasks, make well-informed decisions, and provide effective leadership within their organizations. This underscores the significance of investing in resources that augment cognitive abilities, facilitate access to pertinent information, and promote its efficient utilization to enhance administrative effectiveness among senior officers.

Administrative effectiveness in the case of information communication technology management refers to the proficiency and efficiency with which administrative tasks and processes are carried out²⁵. It is facilitated by the integration and utilization of Information Communication Technology (ICT) resources. It encompasses the ability of administrative staff to effectively access and utilize ICT tools and systems to streamline operations. Administrative effectiveness is crucial for several reasons. Firstly, it facilitates streamlined processes and enhances communication within the institution, thereby improving operational efficiency. Secondly, it enables better decision-making processes by providing access to timely and relevant information through ICT resources. Thirdly, administrative effectiveness fosters a more agile and responsive organizational

culture, allowing the institution to adapt more effectively to changes and challenges. Overall, administrative effectiveness driven by ICT plays a pivotal role in optimizing efficiency, improving decision-making, and enhancing the overall functioning of institution's administrative framework.

Administrative effectiveness refers to the proficiency and efficiency with which administrative tasks are executed within contemporary workplaces. It encompasses a range of skills such as time management, communication, problem-solving, and adaptability, essential for facilitating efficient operations and contributing to organizational success. Administrative effectiveness also involves the utilization of up-to-date tools and techniques, as well as continual skill development to support the smooth functioning of office environments and enhance overall productivity²⁶. Administrative effectiveness holds paramount importance for contemporary workplaces. It serves as a linchpin for organizational success, as proficient administrative professionals play a pivotal role in facilitating efficient operations. By possessing key skills such as time management, communication, problem-solving, and adaptability, administrative staff contribute significantly to maintaining productivity and streamlining processes within the organization. Moreover, recognizing and enhancing administrative effectiveness becomes imperative for organizations striving to navigate an increasingly competitive global landscape. Therefore, investing in administrative effectiveness ensures that the organization can achieve its objectives effectively, maintain productivity, and adapt to changing circumstances efficiently.

Administrative refers to the ability of administrative structures and practices within higher institutions to efficiently support academic and organizational goals while

maintaining effectiveness and excellence. This encompasses various aspects such as resource management, policy implementation, and the creation of an environment conducive to academic and administrative success. The importance of administrative effectiveness, as highlighted in the study, is paramount within higher institutions due to its multifaceted impact on various aspects of academic and organizational functioning. Administrative effectiveness directly influences student outcomes, faculty satisfaction, institutional reputation, and overall organizational success. By efficiently managing resources, implementing policies and procedures, and fostering an environment conducive to excellence, administrative effectiveness contributes significantly to institutional performance and stakeholder satisfaction. Moreover, recognizing and addressing factors influencing administrative effectiveness can lead to tangible improvements in institutional performance, enhancing the overall environment for teaching, learning, and research. Therefore, administrative effectiveness is not only crucial for achieving institutional goals but also for maintaining a positive and productive educational ecosystem^{27,28}.

Effective administrative practices in higher institutions are shaped by several key factors. Leadership quality stands out as a pivotal element, guiding the institution towards academic and administrative excellence. Additionally, the competency and skills of administrative staff play a crucial role in executing tasks efficiently. Clear and efficient communication channels facilitate the smooth flow of information and activities, while robust institutional support structures, including training programs and administrative policies, provide the necessary framework for administrative effectiveness. Together, these factors contribute to the overall efficacy of administrative practices within higher education institutions.

Administrative effectiveness is the progressive response to administrative efforts and activities with the purpose to achieve stated goal^{7,27,28}. The administrative effectiveness of secretaries extends well beyond traditional tasks like taking dictation and organizing schedules. Secretaries or administrative assistants or office managers as often referred to, they serve as vital conduits for efficient communication, information dissemination, and overall administrative support. Their administrative effectiveness is measured based on three key components: task orientation, relationship orientation, and overall effectiveness, forming the foundation for assessing their contributions within the organizational context¹⁸.

In a broader term, task orientation is the administrator's focusing on directing subordinates' efforts towards organizational goals. This entails initiating, directing, and organizing tasks essential for goal attainment. In the context of a school system, task orientation is crucial for effective leadership, as it ensures that leaders prioritize fulfilling their role-specific responsibilities over other considerations^{18,29}. Ultimately, task orientation facilitates efficient goal achievement by aligning individual and organizational efforts towards shared objectives. In the context of secretaries in this study, task orientation refers to their focus on directing their own efforts and those of others towards achieving organizational objectives, such as ensuring smooth administrative operations and effective communication³⁰. It also refers to the ability of secretaries to efficiently and accurately complete various administrative tasks essential for the smooth operation of the institution. Secretaries with a strong task orientation are proactive in initiating, organizing, and managing tasks essential to the functioning of the office or department³⁰. They demonstrate proficiency in prioritizing tasks, managing time effectively, and meeting

deadlines^{31,32}. They are adept at utilizing organizational tools and systems to streamline administrative processes and ensure that tasks are completed promptly and accurately^{33,34,36}.

Task-oriented secretaries are proactive in identifying and addressing administrative challenges, seeking solutions to enhance efficiency and productivity³⁵. Their ability to effectively manage tasks contributes to the overall operational effectiveness of the institution, enabling the institution to achieve its goals and objectives in a timely and efficient manner. For example, they may prioritize tasks such as scheduling appointments, organizing meetings, managing correspondence, and maintaining efficient filing systems to support the overall workflow³⁵. Task orientation among secretaries is crucial as it contributes to the efficient functioning of the institution, enabling other staff members to focus on their core responsibilities.

Relationship orientation emphasizes administrators' cultivation of strong personal relationships with subordinates through listening, and encouragement. This dimension of effectiveness underscores the importance of integrating individuals into the work environment in a manner that motivates them to collaborate productively, cooperatively, and with satisfaction across economic, psychological, and social domains¹⁸. Examples of relationship-oriented tasks include regularly engaging in one-on-one discussions with subordinates to understand their needs, providing mentorship and coaching opportunities, and fostering a supportive team culture where everyone feels valued and respected. Recognizing and prioritizing relationship orientation is essential for administrators as it enhances employee morale, promotes trust and loyalty, and ultimately contributes to the achievement of organizational goals through increased engagement and commitment. Relationship orientation signifies the extent to which they build strong

personal connections with colleagues and superiors, characterized by attentive listening, constructive feedback, and encouragement^{30,37,38}. Secretaries with a high level of relationship orientation are adept at fostering a supportive work environment where cooperation and collaboration thrive.

Recognizing the importance of relationship orientation is crucial for secretaries as it enhances teamwork, boosts morale, and ultimately contributes to a more productive and harmonious work environment⁴⁰. Prioritizing relationship building enables secretaries to effectively support the goals and objectives of the organization while nurturing positive interpersonal dynamics.

Overall effectiveness, as the third dimension, emphasizes an administrator's ability to adapt their leadership style appropriately to meet the demands of various situations, combining elements of task orientation and human relations to achieve desired outcomes¹⁸. Administrators demonstrate high overall effectiveness when they not only accomplish business objectives but also cultivate positive relationships with their employees in the process. For instance, a manager who effectively balances task-oriented activities such as setting clear goals and organizing workflows with relationship-building efforts like providing support and recognition can be considered highly effective^{39,41}. Recognizing the importance of overall effectiveness is essential as it ensures that administrators can navigate diverse challenges while fostering a harmonious and productive work environment. Prioritizing this dimension enables administrators to achieve organizational goals while simultaneously promoting employee satisfaction and engagement.

In the context of secretaries, overall effectiveness refers to their ability to balance task-oriented responsibilities with building positive relationships in order to achieve organizational objectives¹⁸. Secretaries exhibit high overall effectiveness when they efficiently manage administrative tasks while also fostering a supportive and collaborative work environment. For example, a secretary who effectively schedules appointments, organizes documents, and coordinates meetings, while also demonstrating empathy, communication skills, and teamwork, can be considered highly effective. Recognizing the importance of overall effectiveness is crucial for secretaries as it ensures smooth operations, enhances team cohesion, and contributes to the overall success of the organization. By prioritizing both task-oriented and relationship-building activities, secretaries can maximize their impact and contribute significantly to organizational goals.

2.1.2 Organizational Culture

Culture, within the context of a company, refers to the shared values, beliefs, norms, and practices that shape the behaviours and interactions of individuals within the organization. Its origin can be traced back to the complex interactions between the founders' initial assumptions and beliefs and the subsequent experiences and learnings acquired during the company formation process⁴². According to Schein's theory of how culture forms, the founders of a company bring their own set of assumptions and beliefs into the organization. These initial assumptions serve as the foundation upon which the organizational culture is built. As the company evolves and grows, the culture is further shaped by the interactions, experiences, and learnings of its members. This ongoing process of interaction and learning contributes to the development and evolution of the

organizational culture over time. Schein proposed three levels of culture that should be observed this include, artefacts espoused values and basic underlying assumptions.

By understanding the origins of culture and how it develops, organizations can gain insights into the underlying dynamics that shape their culture. This understanding can inform efforts to intentionally shape and manage organizational culture in ways that align with the company's values and goals, ultimately contributing to its success. The advantage of culture lies in its ability to provide a cohesive identity and framework for decision-making within the organization. A strong and positive culture can enhance employee morale, engagement, and productivity, fostering a sense of belonging and commitment among employees. This, in turn, can lead to higher levels of innovation, collaboration, and organizational resilience. However, a disadvantage of culture is its potential for rigidity and resistance to change. If a company's culture becomes too entrenched or misaligned with evolving goals and external realities, it can hinder adaptability and impede growth. Moreover, if the culture promotes unhealthy norms or values, it can lead to issues such as employee burnout, low morale, and organizational dysfunction. Therefore, while a strong culture can be a valuable asset, it requires careful management and periodic evaluation to ensure it remains conducive to the organization's long-term success.

Considering organizational culture through the globe of SME, Organizational culture serves as a pivotal determinant in the development of Small and Medium-Sized Enterprises (SMEs), particularly amidst the challenges posed by environmental sustainability and digitalization⁴³. A strong organizational culture, shaped by factors such as leadership style, employee engagement, communication patterns, and reward systems, plays a crucial role in fostering innovation, adaptability, and resilience within SMEs. By

aligning values and guiding behaviours, organizational culture influences how SMEs embrace digitalization and integrate environmentally sustainable practices into their operations. However, existing academic research often overlooks the interconnectedness of organizational culture with sustainability and digitalization, creating a gap in understanding. By recognizing and leveraging the influence of organizational culture, SMEs can drive positive change, enhance stakeholder relations, and thrive in a rapidly evolving business landscape, ultimately contributing to both economic success and environmental stewardship.

Organizational culture within the framework of organizational factors and their impact on organizational performance, drawing insights from the Resource-Based View (RBV) and Social Exchange Theory (SET)⁴⁴. Organizational culture, as conceptualized in their study, refers to the shared values, beliefs, norms, and practices that guide behaviour within an organization. It serves as a determinant of organizational performance through its influence on employee attitudes, behaviours, and interactions. The RBV perspective emphasizes the role of organizational culture as a valuable resource that contributes to sustainable competitive advantage. Organizational culture shapes the capabilities, routines, and collective mind set of employees, enabling the organization to effectively deploy resources and adapt to changing environments. Furthermore, from the perspective of SET, organizational culture influences the quality of social exchanges within the organization, fostering trust, reciprocity, and commitment among employees. This, in turn, enhances employee motivation, engagement, and discretionary effort, all of which are critical for achieving superior organizational performance.

The importance of organizational culture lies in its capacity to drive organizational effectiveness and competitive advantage. A strong and positive organizational culture

aligns employee behaviour with organizational goals, fosters innovation, and enhances employee satisfaction and commitment. By promoting a sense of belonging and shared identity, organizational culture strengthens employee engagement and collaboration, leading to higher levels of productivity and performance. Moreover, a cohesive and adaptive organizational culture enables the organization to respond effectively to market dynamics, technological advancements, and competitive pressures, thereby enhancing its resilience and long-term viability. Overall, organizational culture is a fundamental determinant of organizational performance, serving as a cornerstone for success in today's dynamic and competitive business environment as highlighted by the author.

Organizational culture encompasses aspects such as communication styles, decision-making processes, and the way work is performed⁴⁵. Organizational culture likely includes elements specific to the Nigerian manufacturing industry, such as work ethic, leadership styles, and attitudes toward innovation. The determinants of organizational culture can vary widely depending on factors such as industry, geography, and organizational history. Organizational culture in the Nigerian manufacturing industry is influenced by various factors such as historical background, leadership philosophies, and the ethnic composition of the workforce. Specifically, it highlights the importance of considering the effect of ethnic diversity within the workplace on organizational culture, indicating that cultural diversity plays a role in shaping the work environment.

This implies that the cultural values, norms, and practices within manufacturing firms in Nigeria impact how strategic decisions are made, implemented, and evaluated. For instance, a culture that values hierarchy and tradition may approach strategic management differently than one that emphasizes innovation and risk-taking. Understanding this influence is crucial for aligning organizational culture with strategic objectives and

ensuring effective implementation of strategic initiatives. This highlights the importance of cultivating a positive and aligned organizational culture to support strategic goals and enhance overall organizational performance. Additionally, the recognition of culturally diverse workplaces as a growing reality underscores the importance of managing cultural differences effectively to promote collaboration, innovation, and employee satisfaction. In summary, this study underscores the critical role of organizational culture in shaping strategic management practices within the Nigerian manufacturing industry. By recognizing the influence of culture and addressing the challenges of cultural diversity, organizations can leverage their cultural strengths to drive strategic success and achieve sustainable competitive advantage.

Organizational culture is the rules and expectations that define how people work together within an organization⁴⁶. It encompasses four characteristics such as the organization's mission, values, leadership style, and level of employee involvement in decision-making processes. With these identified organizational characteristics, organizational culture, centered notably on mission and involvement. "Mission" denotes the overarching purpose or goal of the organization, serving as a guiding principle for its activities. "Involvement," on the other hand, pertains to the extent of employee engagement and participation in organizational endeavours, highlighting the importance of active involvement in shaping the organizational culture. Additionally, other cultural traits such as communication styles, leadership approaches, and organizational structure are recognized as integral components that collectively define the organizational culture. These characteristics collectively shape the organizational ethos and significantly impact employee attitudes and behaviours within the workplace.

Organizational culture is characterized as the mutual assortment of principles, convictions, standards, and customs that delineate the essence of a corporation and direct the conduct of its constituents. Organizational culture with the author's view likely encompasses various aspects such as leadership style, communication patterns, teamwork dynamics, and the organization's core values and mission⁴⁶. This culture is not static but rather evolves over time, influenced by factors such as leadership behaviour, organizational structure, reward systems, and the organization's history and traditions. These elements collectively shape the work environment and impact the attitudes and behaviours of employees.

Organizational culture influences employee performance in several ways. A positive organizational culture characterized by shared values and a clear mission provides employees with a sense of purpose and direction. When employees align with the organization's values and mission, they are more likely to be motivated and engaged in their work, leading to higher levels of performance⁴⁷. Organizational culture encompasses leadership behaviour, and supportive leadership can have a significant impact on employee performance. When leaders are supportive, approachable, and provide guidance and resources to employees, it fosters a conducive work environment where employees feel empowered and motivated to excel.

A culture that values transparent and open communication enables employees to understand their roles and responsibilities clearly, receive feedback constructively, and collaborate effectively with colleagues. This clarity and transparency contribute to improved performance outcomes. Organizational culture also influences teamwork dynamics within the workplace. A culture that promotes collaboration, trust, and cooperation among team members fosters a supportive team environment where

individuals can leverage each other's strengths and work towards common goals. This collaborative culture enhances team performance and overall organizational success. A positive organizational culture creates a sense of belonging among employees, making them feel valued and appreciated within the organization. When employees feel connected to their workplace and colleagues, they are more likely to be motivated to perform well and contribute positively to the organization's goals.

Organizational culture is a cornerstone of every workplace, and its significance becomes particularly pronounced within the context of performance management. It is a unique set of ethics and expectations that shape how employees work together. It encompasses not just the formal structures and processes but also the informal dynamics that shape the way work is conducted and relationships are formed within the organization⁴⁸. In essence, it defines "how things are done around here." Within the domain of performance management (PM), organizational culture profoundly influences various aspects, including leadership behaviour, communication practices, feedback mechanisms, and attitudes towards accountability and innovation. A strong PM culture, characterized by transparency, open communication, and a commitment to continuous improvement, ensures alignment of performance goals with organizational objectives, fostering employee engagement, learning, and growth. Moreover, a supportive PM culture contributes to talent attraction, retention, and development, providing a competitive advantage in the marketplace. Ultimately, organizational culture plays a pivotal role in shaping the success of PM practices by fostering collaboration, trust, and a sense of ownership among employees and managers alike.

Organizational culture is a norm that set the compass for employees in order to guide their conducts, relationship and even how they approach problems. It includes elements

such as professional growth opportunities, recognition for performance, clear communication of goals and values, and a supportive work environment⁴⁹. Determinants of organizational culture highlighted in the literature include opportunities for advancement, acknowledgment and incentives for good performance, transparency in communicating organizational objectives, and fostering a supportive and inclusive work environment. Organizational culture profoundly influence employee commitment and performance, emphasizing that a culture prioritizing professional growth, recognition, clear communication, and a positive work environment fosters higher levels of employee engagement, productivity, and quality of work. Leaders play a pivotal role in shaping organizational culture by modelling desired behaviours and adapting their leadership styles to create a conducive work environment.

Organizational culture is the fingerprint of a company. It is unique and it reflects the way things are done based on everyone's belief about the organization. It encompasses various aspects of how work is conducted, including leadership styles, communication patterns, and decision-making processes⁵⁰. Within the context of mergers, organizational culture plays a crucial role in shaping employees' perceptions and reactions, as the cultures of merging entities may differ, posing integration challenges. Supportive leadership emerges as a pivotal determinant influencing and shaping organizational culture during periods of change. Organizational culture significantly impacts employee attitudes, behaviours, and performance, and during mergers, clashes between cultures can lead to uncertainty and decreased job satisfaction. However, supportive leadership can mitigate negative outcomes by aligning cultures and fostering a positive work environment. This underscores the importance of organizational culture in influencing employee morale, productivity, and organizational success, highlighting the critical role of leadership in shaping culture and navigating complex transitions like mergers.

Organizational culture is the fingerprint of a company. It is unique and it reflects the way things are done based on everyone's belief about the organization. It encompasses the norms, practices, and rituals that shape the organizational environment and set the tone for how work is approached, executed, and evaluated by employees⁵¹. The determinants of organizational culture span leadership style, organizational structure, communication patterns, and the organization's history and values. Effective leaders play a pivotal role in shaping and maintaining a positive organizational culture conducive to productivity, motivating employees and fostering trust and collaboration to align with organizational goals. This culture significantly influences employees' motivation, commitment, and effectiveness in leadership roles, all vital components of workforce productivity. A strong organizational culture that promotes innovation, collaboration, and continuous improvement inspires employees to perform at their best, while a negative or toxic culture can undermine morale, hinder collaboration, and impede productivity. Organizational culture is also instrumental in enhancing employee retention, commitment, and job satisfaction, as a positive culture that values employee well-being and recognizes contributions fosters loyalty and prevents turnover. Additionally, a supportive culture encouraging innovation and creativity drives performance and enables organizations to adapt to changing market dynamics, highlighting the pivotal role of effective leadership in nurturing a positive culture and ensuring employees feel valued, motivated, and empowered to contribute to the organization's success. Therefore, organizations should prioritize efforts to assess, cultivate, and strengthen their organizational culture to optimize workforce productivity and drive long-term success.

Organizational culture focus on teamwork. It is the glue that holds a company together. It's the shared values that guide how employees work as a team and achieve their goals. It

encompasses the collective behaviours and interactions of individuals within the company, shaping how work is conducted, decisions are made, and relationships are formed. Organizational culture manifests through various cultural dimensions, including marketing (competition), clan (supportive), hierarchy, and adhocracy cultures⁵². These dimensions are influenced by factors such as leadership styles, organizational structure, industry norms, and historical context. Organizational culture is not only a reflection of the company's values and traditions but also a driving force behind its performance outcomes and competitive advantage in the marketplace.

The literature presents a comprehensive understanding of organizational culture, emphasizing its significance, determinants, influence, and importance in shaping the behaviour, performance, and success of organizations. Organizational culture is referred to as unwritten rules of the workplace. It's not just what's in the handbook, but the things that everyone seems to know and follow, even if they're not explicitly stated⁵³. It serves as the "social glue" that binds individuals together, fostering a sense of belonging and unity. Organizational culture evolves as the organization faces and learns to cope with internal and external challenges, influencing how business is conducted and ensuring effective adaptation to environmental changes⁵⁴. Organizational culture is shaped or determined by a combination of internal and external factors, including leadership styles, organizational structure, historical context, industry norms, and the organization's response to challenges. New members are socialized into the organization's culture, learning its principles and ways of doing business. Understanding organizational culture is essential for improving organizational policies and procedures, as it shapes behaviour and must be considered as a contingency factor.

Organizational culture profoundly influences the behaviour, attitudes, and performance of individuals within the organization. It fosters a sense of unity and shared purpose, facilitating communication, collaboration, and mutual understanding. A strong organizational culture can enhance performance by promoting commitment, innovation, and productivity⁵⁴. Conversely, a weak or dysfunctional culture can impede organizational effectiveness and hinder success. Organizational culture is crucial for fostering a positive work environment, enhancing employee morale, and driving organizational performance. It provides a common framework of meanings, enabling individuals to interact and work together effectively. Effective management and leadership styles are integral to shaping and maintaining a healthy organizational culture that aligns with the company's goals and values. While different cultures may exist within organizations, the suitability of a culture depends on its alignment with the organization's requirements and circumstances, contributing to its success rather than hindering it. The secret weapon of many businesses? Their culture! It shapes how employees behave, how productive they are, and ultimately, how successful the company becomes. Understanding, nurturing, and managing organizational culture is essential for creating a cohesive and productive work environment, driving innovation, and achieving sustainable competitive advantage. It requires attention to values, norms, artefacts, and leadership styles to cultivate a culture that supports the organization's goals and fosters a sense of shared purpose among employees.

Organizational culture can be understood as the collective values, norms, and behaviours that characterize a corporate environment. It is portrayed as a multifaceted concept that encompasses various dimensions within a group context. This includes not only explicit values and norms but also the implicit behaviours and practices that shape the way members of the organization interact and work together^{54,54,55}. The review suggests that

organizational culture plays a pivotal role in driving corporate performance, emphasizing the need for business managers to prioritize its development and integration to enhance outcomes within corporate groups.

Organizational culture refers to the shared values, beliefs, and norms within a company, particularly in the context of green supply chain management (GSCM). Organizational culture encompasses the attitudes and behaviours of individuals within the organization regarding environmental sustainability and responsibility⁵⁶. Organizational culture plays a critical role in shaping how GSCM practices are understood and implemented within firms. A positive organizational culture supportive of sustainability can facilitate the adoption of GSCM practices, while a culture lacking commitment to environmental goals may hinder their implementation. Therefore, organizational culture is portrayed as a key determinant that influences the success of GSCM initiatives within organizations.

Organizational culture refers to the company's operating system. It structured how decisions are made, problems are solved, and works gets done. It shapes how individuals interact and behave within the organization and influences various aspects of the organizational environment, including decision-making processes, employee behaviour, and overall performance. Organizational culture is the secret sauce for a successful organization. It shapes the identity, guides actions, and influences the overall outcome of the business⁵⁷. Additionally, organizational culture in the context of a changing environment driven by sustainability goals, suggesting that it influences how organizations respond to environmental and social challenges. Therefore, organizational culture, as described in this review, encompasses the shared values and practices that shape the behaviour and functioning of an organization within its broader context.

Organizational culture refers to the collective set of shared values, beliefs, norms, and practices that characterize the work environment within an organization. It shapes the interactions among employees, the overall behaviour of the organization, and the work experiences of individuals, particularly secretaries. Organizational culture influences secretaries' job effectiveness by impacting factors such as leadership styles, communication practices, work processes, and the overall organizational climate. A positive and supportive organizational culture is found to enhance job satisfaction, motivation, and performance among secretaries, ultimately contributing to improved organizational outcomes⁵⁸. Additionally, organizational culture on job effectiveness remains consistent across genders, emphasizing the universal impact of culture on employee outcomes. Therefore, organizational culture, as outlined in this review, encompasses the shared values and practices that shape the behaviour and effectiveness of individuals within an organization.

Organizational culture refers to the collective set of shared values, beliefs, norms, and practices that shape the behaviour and interactions of individuals within institutions. It encompasses various aspects of how things are done within these institutions, including attitudes towards technology adoption, support for skill development, flexibility in work processes, and the overall climate for innovation and change⁵⁹. Organizational culture influences the administrative effectiveness of secretaries by dictating the level of acceptance and utilization of technology, the extent of investment in skill development initiatives, the degree of flexibility in work processes, and the tone of the climate for innovation and change. Essentially, it establishes the context within which administrative tasks are performed and determines the success of these functions within public polytechnics.

Organizational culture dictates the institution's stance on technological advancements and the integration of computer systems into administrative processes. A culture that embraces technology and provides adequate support for skill development can enhance secretaries' computer self-efficacy, empowering them to utilize technology effectively to perform their tasks. The organizational culture plays a significant role in determining the level of support provided to secretaries for enhancing their computer skills. A culture that values continuous learning and development fosters an environment where secretaries feel empowered to improve their computer self-efficacy, thereby increasing their effectiveness in utilizing technology for administrative tasks. Organizational culture also influences the degree of flexibility in work processes within public polytechnics. A culture that encourages flexibility and adaptation to changing circumstances enables secretaries to respond more effectively to administrative challenges and utilize technology to streamline processes and enhance efficiency.

The prevailing organizational culture shapes the climate for innovation and change within public polytechnics. A culture that encourages innovation and embraces change fosters an environment where secretaries feel empowered to propose and implement innovative solutions using technology, thereby enhancing administrative effectiveness. Organizational culture in this study is measured by artefacts, espouse values and basic underlying assumptions. Artefacts are the visible, tangible aspects of culture, such as symbols, rituals, and physical structures. Artefacts provide clues about the deeper underlying aspects of culture and can include things like office layout, dress code, and communication patterns. Espoused Values are the stated beliefs and norms that are upheld and promoted within the organization. Espoused values reflect what the organization aspires to be and what it considers important. Basic Underlying Assumptions are the implicit, often unconscious beliefs and assumptions that guide behaviour within the

organization. Underlying assumptions shape how individuals interpret and respond to situations and are deeply ingrained in the organizational culture.

Overall, organizational culture plays a crucial role in shaping the attitudes, behaviours, and capabilities of secretaries within public polytechnics in Oyo State, influencing their computer self-efficacy and ultimately their administrative effectiveness. By fostering a culture that values technology adoption, supports skill development, promotes flexibility, and encourages innovation, public polytechnics can enhance the effectiveness of their secretarial staff in utilizing technology for administrative tasks.

2.1.3 Computer Self-Efficacy

Computer self-efficacy refers to individuals' belief in their ability to effectively utilize technology, particularly in educational settings. When pre-service teachers possess high levels of computer self-efficacy, they demonstrate an active engagement with technology in their teaching practices, leading to more proficient use of Information and Communication Technology (ICT) in classrooms. This confidence in their technological abilities is crucial for their willingness to incorporate technology into their future teaching careers. Moreover, various aspects of computer self-efficacy, including basic and advanced technology skills, as well as technology for pedagogy, influence pre-service teachers' intentions to use technology in teaching. It entails not only proficiency in technical skills but also the ability to apply technology in pedagogically meaningful ways. Computer self-efficacy is associated with a readiness to adopt technology in both traditional and constructivist teaching approaches, although the mediation of advanced technology skills differs between these contexts. Overall, computer self-efficacy encompasses individuals' perceptions of their competency in utilizing technology for

educational purposes, which significantly impacts their integration of technology into teaching practices⁶⁰.

Computer self-efficacy within the context of online learning environments, particularly among translation students during the COVID-19 pandemic refers to an individual's belief in their ability to effectively use computers to accomplish tasks⁶⁰. It encompasses confidence in one's skills related to operating computers, navigating software applications, and utilizing digital resources. In the context of online learning, computer self-efficacy becomes crucial as it influences a student's ability to engage with course materials, interact with online platforms, and effectively communicate with peers and instructors. Considering the determinants of computer self-efficacy, several factors contribute to its development. Positive experiences with computers and technology can enhance self-efficacy beliefs. Formal instruction or training programs can improve computer skills and confidence. Encouragement and constructive feedback from peers and instructors can boost self-efficacy. Feeling in control of one's learning environment and having access to resources can increase confidence in computer use.

Computer self-efficacy plays a vital role in academic performance and adaptation to online learning environments, as highlighted in the assertion. Higher levels of computer self-efficacy are associated with better academic performance, as demonstrated by the significant correlation between self-efficacy scores and GPA. In online learning environments, where students must navigate digital platforms and engage with course materials independently, computer self-efficacy is essential⁶¹. Students with greater levels of self-efficacy are more likely to thrive in such environments, possessing the necessary skills and confidence to effectively utilize technology for learning purposes. Higher computer self-efficacy is linked to increased frequency of computer use and typing,

indicating that confident students are more likely to actively engage with digital resources and participate in online activities.

Computer self-efficacy influences various aspects of students' academic experiences and outcomes, particularly in online learning environments. Students with higher levels of computer self-efficacy are more likely to actively engage with online course materials, participate in discussions, and complete assignments. Their confidence in using computers enables them to navigate digital platforms effectively, contributing to a more immersive learning experience. Computer self-efficacy is positively correlated with academic achievement. Students who believe in their ability to utilize technology for learning purposes are more likely to achieve higher grades. They can effectively utilize digital resources, conduct research, and complete assignments, leading to improved learning outcomes. Online learning environments require students to take greater responsibility for their learning and utilize various digital tools and platforms. Higher levels of computer self-efficacy facilitate this adaptation process, enabling students to navigate online courses, communicate with peers and instructors, and access course materials independently. Confidence in one's computer abilities encourages students to explore new technologies and software applications. As they engage with digital resources, students with higher computer self-efficacy are more likely to develop advanced technological skills, which can be beneficial beyond their academic pursuits.

Students with greater computer self-efficacy are more likely to exhibit self-regulatory behaviours, such as setting goals, managing time effectively, and persisting in the face of challenges. Their confidence in their ability to utilize technology to overcome obstacles enhances their resilience and motivation in online learning environments. Overall, computer self-efficacy influences students' engagement, learning outcomes, adaptation to

online learning, technological skills development, and self-regulatory behaviours. Fostering students' confidence in their computer abilities is essential for enhancing their overall academic experiences and success in digital educational settings.

Computer self-efficacy, as delineated in the review, encompasses individuals' beliefs regarding their competence in effectively utilizing computers. Rooted in Bandura's Social Learning Theory (SLT) and Social Cognitive Learning Theory (SCLT), this concept underscores the influence of observation, imitation, and modelling on one's perception of their computer skills^{62,63,64}. Within this framework, computer self-efficacy is shaped by observing others' behaviours and experiences with computers, as well as the outcomes they achieve^{62,63,64}. Positive outcomes observed in others' computer use can bolster individuals' confidence in their own abilities, reflecting the principle of vicarious reinforcement⁶⁵. Additionally, cognitive factors such as attention, memory, and motivation, as articulated in SCLT, further contribute to individuals' beliefs in their computer capabilities. Previous experiences, feedback received, and perceived control over technology use are among the cognitive factors influencing computer self-efficacy. Overall, computer self-efficacy plays a pivotal role in determining individuals' engagement with technology, their utilization of digital resources, and their learning outcomes in online environments^{66,67}.

Literature revealed that computer self-efficacy, a subset of self-efficacy beliefs within Bandura's social cognitive theory, holds significant importance in academic settings, particularly concerning self-regulation and motivation^{68,69}. The concept refers to an individual's belief in their ability to perform tasks related to computer use effectively. This belief influences various aspects of academic performance, including motivation and self-regulation. Determinants of computer self-efficacy in this study stem from

experiences, social persuasion, and emotional states. Positive experiences with computers, such as successful completion of tasks, can enhance self-efficacy, while negative experiences may diminish it. Social persuasion, such as encouragement and feedback from peers or instructors, also plays a role in shaping beliefs about one's computer abilities. Additionally, emotional states, like confidence or anxiety, can impact computer self-efficacy.

The influence of computer self-efficacy on academic performance is substantial. Individuals with high computer self-efficacy are more likely to engage in tasks requiring computer use, persevere through challenges, and exhibit greater levels of motivation. This motivation stems from their confidence in their ability to succeed, leading to increased effort and persistence in academic endeavours. Importantly, the specificity of self-efficacy measures is crucial. Particularized measures tailored to specific computer-related tasks demonstrate superior predictive power compared to global measures. This highlights the importance of accurately assessing an individual's belief in their ability to perform specific computer-related tasks, rather than relying on broad assessments. It's essential to differentiate between self-efficacy beliefs and other expectancy constructs, such as expectancy value and self-concept theory. While these constructs share similarities, they have distinct conceptualizations and implications. Understanding these differences is crucial for designing effective interventions and educational strategies to enhance computer self-efficacy and, consequently, academic performance. Moving forward, research in this area should focus on refining measurement techniques for assessing computer self-efficacy, exploring its nuanced relationship with motivation constructs, and identifying effective strategies for enhancing computer self-efficacy in academic settings. By doing so, educators and policymakers can better support students in developing the necessary skills and confidence to excel in an increasingly digital world.

The effect of employees' computer and internet self-efficacy on job satisfaction, computer self-efficacy takes on a crucial role in understanding how employees perceive their abilities to use computer and internet technologies effectively in the workplace, and how this perception influences their job satisfaction⁷⁰. Determinants of computer and internet self-efficacy can be influenced by various factors, including past experiences with technology, training and education provided by the organization, peer support, and individual traits such as confidence and adaptability. Employees with positive experiences using computers and the internet, coupled with adequate training and support, are likely to have higher levels of self-efficacy in these domains. The influence of computer and internet self-efficacy on job satisfaction is significant. Employees who feel confident in their ability to use computer and internet technologies to perform their job tasks are more likely to experience higher levels of job satisfaction. This confidence enables them to navigate digital tools efficiently, complete tasks with greater ease, and overcome challenges related to technology use, leading to a more positive work experience.

Computer self-efficacy refers to individuals' beliefs in their ability to effectively use computers and related digital systems, including information and communication technologies (ICT)⁷¹. It encompasses confidence in performing various tasks such as operating software, navigating the internet, programming, gaming, or utilizing specific technological tools. Individuals' past experiences with computers and digital technologies significantly influence their confidence in using them proficiently. Those with more extensive experience tend to have higher levels of computer self-efficacy. Formal education and training programs focused on digital literacy and skill development can

enhance individuals' computer self-efficacy by providing them with the knowledge and resources needed to navigate digital environments effectively.

Individuals' perceptions of the complexity of digital tasks can impact their computer self-efficacy. Tasks perceived as more challenging may lower self-efficacy, while those seen as more manageable can boost confidence⁶⁹. Computer self-efficacy can influence various aspects of individuals' lives, including academic performance. In an academic context, higher levels of computer self-efficacy are associated with better performance in tasks requiring digital skills, such as research, project management, and presentations.

In the workplace, employees with higher levels of computer self-efficacy are better equipped to handle digital tasks efficiently, leading to improved job performance and productivity. Individuals with higher computer self-efficacy are more likely to adopt and adapt to new technologies, contributing to organizational innovation and competitiveness. In today's digitalized world, computer self-efficacy is crucial for individuals to participate fully in various domains, including education, work, healthcare, and social interactions. Employers increasingly value digital skills and proficiency in job candidates. Higher computer self-efficacy enhances individuals' employability and job prospects in a competitive job market. Computer self-efficacy empowers individuals to engage in lifelong learning and skill development, enabling them to adapt to technological advancements and navigate digital transformations effectively⁷⁰. Finally, computer self-efficacy within the broader framework of digital competence. Understanding the determinants, influence, and importance of computer self-efficacy is essential for promoting digital literacy, enhancing individuals' participation in the digital world, and fostering success in academic, professional, and personal endeavours.

In the context of the study on students' learning satisfaction and self-efficacy during the emergency transition to remote learning amid the coronavirus pandemic. Computer self-efficacy refers to students' beliefs in their ability to effectively use computers and related technologies for learning purposes⁷². It encompasses confidence in navigating online platforms, utilizing digital resources, communicating digitally, and completing tasks efficiently in an online learning environment. Several factors determine computer self-efficacy among students. Students' prior experience with online learning platforms and digital technologies influences their confidence in using them effectively. Those with more extensive experience may have higher levels of computer self-efficacy. Adequate training and support provided to students for utilizing online learning tools and resources can enhance their computer self-efficacy. Access to tutorials, guidance from instructors, and technical assistance contribute to students' confidence in navigating digital learning environments. Students' perceptions of the ease of use of online learning platforms and technologies can impact their computer self-efficacy. User-friendly interfaces and intuitive design elements contribute to students' confidence in utilizing digital tools for learning purposes.

Computer self-efficacy influences students' learning satisfaction in several ways such as students with higher levels of computer self-efficacy are more likely to actively engage with online learning materials, participate in online discussions, and complete assignments effectively. This increased engagement contributes to higher levels of learning satisfaction. Students with strong computer self-efficacy are better able to adapt to the challenges and demands of remote learning environments, such as technical issues or changes in course delivery methods. This adaptability enhances students' overall satisfaction with the online learning experience. Computer self-efficacy significantly influences students' satisfaction with online learning experiences. Enhancing students'

computer self-efficacy can lead to greater satisfaction and engagement in remote learning⁷⁰. Higher levels of computer self-efficacy are associated with better academic performance and achievement in online courses. Students who feel confident in their digital skills are better positioned to succeed in a rapidly evolving digital learning environment. Improving students' computer self-efficacy can contribute to higher rates of student retention and persistence in online programs. Students who feel competent and confident in their ability to navigate digital learning environments are more likely to continue their studies and achieve their academic goals.

Computer self-efficacy refers to an individual's belief in their ability to effectively use computer systems and navigate digital environments⁷³. It encompasses confidence in performing various tasks, such as operating software, browsing the internet, or utilizing specific applications. The study identifies several determinants of older adults' self-efficacy in computer use, including: Previous experience with computers significantly influences individuals' confidence in their ability to use them proficiently. Those with more extensive experience are likely to have higher levels of computer self-efficacy. The financial resources available to older adults can also impact their computer self-efficacy. Access to computers, internet connectivity, and relevant software may vary based on financial status, affecting individuals' confidence in utilizing these technologies.

Computer self-efficacy can influence various aspects of individuals' lives, higher levels of computer self-efficacy can lead to increased job satisfaction, particularly in roles that require computer use extensively. Individuals who feel confident in their digital skills are likely to perform tasks more efficiently and experience less frustration, contributing to overall job satisfaction⁷¹. The study highlights how individuals' perception of the role of computers in their lives mediates the relationship between computer self-efficacy and

other factors such as job satisfaction. Positive perceptions of the role of computers may amplify the positive effects of computer self-efficacy on job satisfaction. In today's digital-centric workplaces, computer self-efficacy is essential for maintaining high levels of productivity and efficiency.

Employees who are proficient in computer use can complete tasks more quickly and accurately, contributing to organizational success. As technology continues to evolve rapidly, individuals with high levels of computer self-efficacy are better positioned to adapt to new software, tools, and digital platforms. This adaptability is crucial for staying competitive in the job market and advancing one's career. Factors such as computer experience, financial health, and perception of computer role, overall life satisfaction, and emotional well-being play critical roles in shaping individuals' computer self-efficacy and its outcomes. Understanding and fostering computer self-efficacy among older adults can lead to increased job satisfaction, productivity, and adaptability in today's digital workplaces.

Computer self-efficacy, in the context of the influence of organizational culture on administrative effectiveness of secretaries in public polytechnics in Oyo State, refers to the belief and confidence that secretaries have in their ability to effectively use computer technology to perform their administrative tasks within the organizational environment. Specifically, computer self-efficacy encompasses secretaries' perceptions of their capabilities to utilize computer applications, software, and digital tools to complete various administrative functions such as word processing, data management, communication, and information retrieval. In the context of public polytechnics in Oyo State, Nigeria, where technological integration into administrative processes is

increasingly prevalent⁷⁴. Computer self-efficacy becomes a critical factor in determining the effectiveness of secretaries in utilizing technology to fulfil their job responsibilities.

Computer self-efficacy can be improved using the following dimensions such as mastering experience, vicarious experience and social persuasion. Mastery experience refers to the individual's past successes and achievements in using computers or related technologies^{61,66}. Mastery experience plays a significant role in shaping a person's belief in their ability to effectively use computers to accomplish tasks. When someone has positive mastery experiences with computers, such as successfully troubleshooting a technical issue, mastering a new software program, or completing a complex project using technology, it enhances their confidence in their own abilities. These successful experiences serve as evidence that they have the skills and capabilities necessary to tackle similar challenges in the future. On the other hand, negative mastery experiences, such as encountering frequent errors or difficulties in using computer systems, can undermine one's confidence and contribute to feelings of computer-related anxiety or incompetence. Mastery experiences contribute to the development of computer self-efficacy by influencing individuals' beliefs about their competence in using computers and their ability to overcome challenges in technology-related tasks. As individuals accumulate more positive mastery experiences, their confidence in their computer skills tends to increase, leading to higher levels of computer self-efficacy.

Vicarious experience refers to learning and gaining confidence through observing others perform tasks related to computer use. This type of learning is based on social cognitive theory, which posits that individuals can acquire knowledge and develop skills by observing the actions and outcomes of others. Vicarious experiences play a crucial role in shaping computer self-efficacy because they provide individuals with opportunities to

witness others successfully navigate technology-related challenges^{63,64,65}. When individuals observe peers, colleagues, or role models effectively using computers to accomplish tasks, they can develop beliefs about their own capabilities based on these observations. For example, if someone sees a colleague confidently troubleshoot a technical issue or proficiently use a new software program, they may feel more confident in their own ability to do the same. Conversely, observing others struggle or fail with technology may lead to lower levels of computer self-efficacy if individuals perceive these challenges as indicative of their own potential difficulties.

Vicarious experiences can occur in various settings, including the workplace, educational environments, or even through media representations of computer use. By witnessing others' successes and failures with technology, individuals can gain insights into effective strategies, learn from others' mistakes, and develop a sense of competence in their own computer skills.

Vicarious experiences contribute to the development of computer self-efficacy by providing individuals with valuable social cues and role models that shape their beliefs about their own ability to use computers effectively⁶⁵. In the context of computer self-efficacy, social persuasion refers to the influence of others' encouragement, feedback, and support on an individual's beliefs about their computer-related abilities.

Social persuasion plays a significant role in shaping perceptions of self-efficacy by providing external validation and reinforcement of one's skills and capabilities. Social persuasion can take various forms, including verbal encouragement, constructive feedback, positive reinforcement, and support from peers, colleagues, teachers, mentors, or supervisors. When individuals receive positive feedback and encouragement from

others regarding their computer skills and accomplishments, it can boost their confidence and belief in their ability to effectively use technology. For example, if a supervisor praises an employee for successfully completing a complex project using computer software, it can enhance the employee's confidence in their computer abilities and motivate them to take on similar tasks in the future. Similarly, receiving support and guidance from peers or mentors can provide individuals with reassurance and assistance as they navigate technology-related challenges, further bolstering their self-efficacy beliefs⁶⁵. Negative or discouraging feedback from others can undermine individuals' confidence in their computer skills and contribute to feelings of incompetence or inadequacy. Criticism, lack of support, or overly high expectations from others may lead individuals to doubt their abilities and hesitate to engage with technology-related tasks. Social persuasion influences computer self-efficacy by shaping individuals' beliefs about their competence in using computers through the feedback, encouragement, and support they receive from others. Positive social interactions that affirm and reinforce individuals' computer skills contribute to higher levels of computer self-efficacy, whereas negative or unsupportive interactions may have the opposite effect.

Computer self-efficacy represents secretaries' confidence and belief in their ability to effectively use computer technology to perform administrative tasks within public polytechnics in Oyo State. Organizational culture significantly influences computer self-efficacy by shaping attitudes towards technology, providing support for skill development, creating a climate for learning and experimentation, and offering leadership support and role modelling. By fostering a positive organizational culture that values technology adoption and supports secretaries' skill development, public polytechnics can enhance the computer self-efficacy of their secretarial staff and, consequently, their administrative effectiveness in utilizing technology for administrative tasks.

2.2 Theoretical Framework

2.2.1 The Three Dimensional Theory (3-D Theory)

The theory of administrative effectiveness, initially conceived by William Reddins in 1970 and later developed by Reddins, Landers, and Redins in 1977, introduces two primary variables crucial to administrative efficacy: Task Orientation (TO) and Relationship Orientation (RO). The third dimension, termed effectiveness, emerges from the dynamic interaction between these two foundational components. Task Orientation pertains to the emphasis placed on accomplishing specific job tasks, while Relationship Orientation focuses on fostering positive interpersonal relationships within the administrative context. The third dimension, effectiveness, signifies the administrator's adeptness in employing the appropriate basic style to meet job output requirements, which combines both task and relationship orientations to achieve desired outcomes¹⁸.

Task Orientation refers to the degree to which an individual emphasizes and prioritizes the accomplishment of specific job tasks and goals. Administrators who exhibit a high level of task orientation are typically focused on efficiency, productivity, and goal achievement. They tend to be organized, detail-oriented, and driven by tangible results. In the context of administrative effectiveness, task-oriented behaviour may involve setting clear objectives, establishing deadlines, and systematically tackling tasks to ensure timely completion. For secretaries, task orientation could manifest in efficiently managing schedules, prioritizing assignments, and executing administrative duties with precision and diligence^{18,29}.

Relationship Orientation pertains to the emphasis placed on fostering positive interpersonal relationships within the administrative context. Administrators with a high level of relationship orientation prioritize building rapport, trust, and collaboration among team members²⁴. They demonstrate empathy, communication skills, and a genuine interest in the well-being of others. In the administrative realm, relationship-oriented behaviour may involve actively listening to colleagues, offering support, and mediating conflicts to promote a harmonious work environment. For secretaries, relationship orientation could involve cultivating strong working relationships with supervisors, colleagues, and external stakeholders, which can facilitate effective communication and cooperation in executing administrative tasks.

Effectiveness represents the administrator's ability to adeptly balance task and relationship orientations to achieve desired outcomes. It involves employing the appropriate managerial style or approach based on situational demands such as autocratic, democratic, transformational, laissez faire, transactional and coaching styles and the specific requirements of the job such as organizational skills, communicational skills, time management, attention to detail, technology proficiency, interpersonal skills, direction and confidentiality, problem solving skills, adaptability and professionalism. Effective administrators recognize the importance of both task accomplishment and relationship-building in achieving organizational goals. They demonstrate flexibility, adaptability, and strategic decision-making to maximize productivity while maintaining positive working relationships. In the context of administrative effectiveness, effective secretaries can efficiently manage tasks while fostering collaborative relationships, thereby contributing to overall organizational success³⁰.

In Reddin's 3-Dimensional theory, these two dimensions, Task Orientation (TO) and Relationship Orientation (RO), are used to classify four basic styles of administrative behaviour. The first style is referred to as integrated. This style is characterized by high levels of both Task Orientation and Relationship Orientation. Administrators exhibiting this style are adept at managing tasks effectively while also nurturing positive relationships within the organization. The second style is known as dedicated. This style features high Task Orientation but low Relationship Orientation. Administrators with this style prioritize task accomplishment over relationship building. The third one is known as related. This style involves low Task Orientation but high Relationship Orientation. Administrators in this category focus more on building and maintaining relationships rather than achieving tasks¹⁸. While the fourth one is referred to as separated. This style demonstrates low levels of both Task Orientation and Relationship Orientation. Administrators with this style may exhibit a lack of focus on tasks and relationships within the organization.

These styles are further subdivided into eight effectiveness styles, highlighting variations in effectiveness based on situational demands and the administrator's response. This suggests that while each style may be effective in certain situations, their overall effectiveness depends on contextual factors and the administrator's ability to adapt to different situations. Thus, the 3-D Theory provides a nuanced understanding of administrative effectiveness, offering insights into how task and relationship orientations intersect to influence managerial behaviour and outcomes in various organizational contexts.

The Three Dimensional Theory (3-D Theory) is relevant to the study because it provides a foundational framework for understanding and evaluating administrative effectiveness.

By elucidating the interplay between Task Orientation (TO) and Relationship Orientation (RO), the theory offers insights into how administrators balance competing demands to achieve desired outcomes, making it a pertinent lens through which to analyse and assess administrative practices in various organizational contexts.

2.2.2 Schein's Organizational Culture Model

Edgar H. Schein is a renowned organizational psychologist who has made significant contributions to the understanding of organizational culture⁵⁹. Schein's model of organizational culture is based on the premise that organizational culture is a layered phenomenon, with each layer influencing the other. His model consists of three main levels.

Among the factors determining organizational culture is artefacts. This is the outermost layer and represents the visible elements of an organization's culture. Artefacts include the physical structures, symbols, language, dress code, technology, and other tangible aspects that are easily observable. These elements provide clues about the organization's values and beliefs, but they may not always accurately reflect the underlying culture. Espoused values also described its involvement in organizational culture. The second layer delves deeper into the organization's culture by focusing on its espoused values and beliefs. Espoused values are the stated values and norms that the organization claims to follow. They are often found in official documents such as mission statements, vision statements, and codes of conduct. However, there may be a gap between espoused values and the actual values demonstrated in practice⁵⁷.

Basic Assumptions tuned out its relevancy in determining organizational culture. This is the core and deepest layer of Schein's model. Basic assumptions are the unconscious, taken-for-granted beliefs and values that underlie the organization's behaviour. Employees may not even be aware of these assumptions because they are deeply ingrained in the organizational culture. Basic assumptions shape how individuals perceive and interpret their environment, influencing their actions and decisions. Schein emphasizes that understanding and changing organizational culture involves going beyond surface-level artefacts and espoused values to uncover the fundamental assumptions that guide behaviour. Organizations seeking to bring about cultural change need to address the underlying basic assumptions. Schein's model is widely used in the field of organizational development and has been influential in helping leaders and consultants diagnose, understand, and manage organizational culture. It provides a framework for exploring the various levels at which culture operates within an organization, making it a valuable tool for those interested in shaping and transforming organizational cultures.

Schein's model of organizational culture is relevant because it provides a comprehensive framework for understanding the complex layers of organizational culture, encompassing artefacts, espoused values, and basic assumptions. This model offers valuable insights for leaders and consultants by highlighting the interconnectedness of these layers and emphasizing the importance of addressing underlying assumptions to effectively diagnose, manage, and transform organizational cultures.

2.2.3 Bandura's Self-Efficacy Theory

Albert Bandura's self-efficacy theory of motivation posits that individuals' belief in their ability to control their functioning and influence events in their lives serves as a

significant determinant of their motivation, well-being, and personal accomplishment^{63,64}. According to Bandura, self-efficacy beliefs are shaped by four primary sources of influence: mastery experiences, vicarious experiences, social persuasion, and emotional states. Mastery experiences, or past performance outcomes, serve as the most influential source of efficacy information, as individuals interpret their success or failure in previous tasks to gauge their ability to succeed in future endeavors. Vicarious experiences involve observing others, particularly role models, successfully completing tasks, which can instill confidence in one's own capabilities. Social persuasion, such as receiving positive verbal feedback or encouragement from others, can also influence self-efficacy beliefs by bolstering individuals' confidence in their skills and abilities. Lastly, emotional states, such as anxiety or stress, can impact self-efficacy by either enhancing or diminishing individuals' confidence in their ability to perform tasks effectively.

Bandura's theory underscores the importance of these sources of influence in shaping individuals' self-efficacy beliefs, which in turn play a crucial role in determining their motivation and performance across various domains of life⁶³. By understanding and harnessing the power of self-efficacy, individuals can cultivate resilience, adopt healthy lifestyle habits, improve performance in academic and professional settings, and effectively navigate challenges and adversity. Mastery experiences are perhaps the most direct and impactful way individuals form their beliefs about their abilities. When individuals engage in tasks, whether they succeed or fail, they gather valuable information about their capabilities. Success in a task typically enhances self-efficacy, as it provides evidence that one has the skills, knowledge, and abilities necessary to accomplish similar tasks in the future. On the other hand, failure can either weaken self-efficacy if interpreted as a lack of ability or strengthen it if seen as a learning opportunity or a challenge to overcome. The key aspect of mastery experiences is that they are based

on direct personal involvement and performance, making them highly influential in shaping individuals' beliefs about what they can achieve.

Vicarious experiences involve observing others perform tasks and succeed. This is particularly powerful when the observed individuals are perceived as similar to oneself or as role models. By witnessing others successfully complete tasks, individuals can learn vicariously about their own capabilities⁶⁴. Observing someone similar to oneself overcome challenges and achieve success provides a kind of "social proof" that the task is achievable. This can reduce feelings of uncertainty and self-doubt and instill confidence in one's own ability to succeed. Additionally, vicarious experiences can offer valuable insights into strategies, techniques, and approaches that can be applied to one's own efforts, further enhancing self-efficacy.

Social persuasion involves receiving positive feedback, encouragement, or support from others. This can come from various sources such as teachers, mentors, peers, or friends. Positive verbal feedback or encouragement can serve to bolster individuals' confidence in their abilities by affirming their skills and qualities. When others express belief in an individual's capabilities and offer encouragement, it can help counteract self-doubt and increase motivation to pursue goals. Social persuasion can also play a role in shaping individuals' perceptions of their abilities by providing external validation and support for their efforts. Conversely, negative feedback or criticism can undermine self-efficacy if it is perceived as a reflection of one's inherent abilities rather than as constructive input for improvement.

Bandura's self-efficacy theory is relevant to the study of computer-self-efficacy because it explains how people develop their beliefs about their ability to use computers. These beliefs in turn influence how motivated people are to learn and use computers effectively.

2.3 Review of Empirical Studies

2.3.1 Organizational Culture and Administrative Effectiveness

A significant body of literature within the realm of organizational culture has underscored the profound impact that culture exerts on administrative effectiveness. Numerous studies have explored the intricate interplay between organizational culture and various facets of organizational functioning, shedding light on how shared values, beliefs, and practices shape administrative processes and outcomes. In this review, a study investigated the interplay between the leadership styles of school principals, school culture, and organizational image as perceived by teachers⁷⁷. Conducted among 370 teachers across 20 schools in Selçuklu, Karatay, and Meram districts of Konya, Turkey, the research employs a relational survey model. Utilizing scales such as the Leadership Style Scale of School Principals (LSSSP), the Scale for School Culture (SSC), and the Scale of Organizational Image (SOI), the study employs statistical techniques including Pearson's correlation, regression, and path analysis alongside descriptive statistics. The findings indicate that school principals predominantly exhibit transformational leadership characteristics, while teachers perceive the school culture as strong and the organizational image as moderately positive. Significant relationships emerge between leadership styles, school culture, and organizational image, with school culture mediating the relationship between leadership styles and organizational image. These findings suggest that effective leadership fosters a positive organizational culture, ultimately contributing to a favourable organizational image within educational institutions.

Additionally, an in-depth study was done to assess the influence of organizational culture in a senior high school. The study delves into the crucial nexus between leadership, organizational culture, organizational climate, and governance within Senior High Schools in Batam City⁷⁸. Recognizing the pivotal role of education quality and management systems in ensuring academic freedom and scientific autonomy, the study aims to assess how leadership and organizational culture shape the organizational climate, thereby influencing governance outcomes. Employing a survey method and path analysis, the research draws from a sample of 178 teachers from Batam City Senior High Schools out of a population of 320. The findings reveal direct influences of leadership and organizational culture on organizational climate and governance, with organizational climate serving as a mediator between leadership, culture, and governance. These insights offer valuable guidance for enhancing resource management practices within educational institutions, underscoring the significance of fostering conducive organizational climates for effective governance and educational outcomes.

However, in a related vein, another study examined the role of organizational culture in the effectiveness of school organizations. The study employs a literature review methodology to investigate the role of organizational culture within Indonesia's education system. The population under scrutiny comprises existing literature from national journals pertaining to organizational culture and its impact on school effectiveness. Research instruments utilized consist of data extracted from these literature sources, reflecting scholarly discussions and empirical findings on the subject matter. Data collection involves systematic review and synthesis of relevant literature, focusing on key themes and insights related to organizational culture and its implications for school organizations. Subsequently, a qualitative content analysis approach is employed to analyse the collected data, identifying recurring patterns, themes, and conclusions across the literature. The

findings of the study, drawn from the synthesis of four key literature sources, underscore the significant influence of organizational culture on enhancing the effectiveness of school organizations. It highlights the imperative for fostering a conducive organizational culture characterized by discipline, responsibility, honesty, and a proactive problem-solving ethos to realize effective educational institutions conducive to nurturing future-ready leaders.

Furthermore, another study sought to investigate the Organizational Culture and Organizational Performance: A Review of Literature. The empirical review highlights the significance of organizational culture in impacting organizational performance and sustainability, drawing from studies by Kenny and focusing on theories by Schein, Denison, Peters, and Waterman⁷⁹. The research design adopted in this study involves a literature review methodology aimed at establishing the relationship between organizational culture and performance. The population consists of relevant literature discussing organizational culture's influence on organizational performance. Research instruments utilized include scholarly articles and theoretical frameworks proposed by Schein, Denison, Peters, and Waterman. Data collection involves systematic review and synthesis of literature pertinent to the role of organizational culture in enhancing performance and productivity. A qualitative content analysis approach is employed for data analysis, identifying recurring themes and insights across the literature. The findings suggest that organizational culture, characterized by clear work ethics, shared beliefs, values, consistency, adaptability, and effective communication, fosters employee commitment and enhances organizational performance. Employees who align with the organization's norms and values demonstrate increased dedication towards achieving organizational goals, ultimately leading to improved performance and productivity.

Another study investigated the Impact of organizational culture on the effectiveness of public higher educational institutions in Ethiopia⁸⁰. This study explores the interconnection between institutional culture and organizational effectiveness within selected public universities through a cross-sectional survey approach. Utilizing the Organizational Culture Assessment Instrument (OCAI) and the Academic Organizational Effectiveness Scale for Universities (AOSECU), data were collected to investigate this relationship. Employing a stratified sampling technique, the study involved 600 subordinates and 160 supervisors as participants. Supervisors contributed data on organizational effectiveness variables, while subordinates provided insights into organizational leadership and culture within the sampled universities. Data analysis utilized correlation and multiple regression methods to examine the relationships between variables. The findings revealed a predominant hierarchy culture within public universities, while organizational effectiveness was primarily associated with an academic-oriented domain. Clan and hierarchy organizational culture types demonstrated significant relationships with various domains of organizational effectiveness, with clan culture notably affecting academic and morale domains positively. Conversely, hierarchy culture exhibited a weak, negative yet significant relationship with the academic domain of organizational effectiveness. Interestingly, the external adaptation domain of organizational effectiveness showed no significant relationship with any culture types. The study concludes by offering recommendations for future research directions in this field.

A study responded to the heightened emphasis on organizational effectiveness and innovation in the global economy and examined the critical link between organizational culture and organizational innovation toward organizational effectiveness: Pivotal role of organizational resistance⁸¹. The study investigated the impact of organizational culture

on effectiveness through organizational innovation, considering organizational resistance as a boundary condition. The analysis seeks to determine whether organizational resistance enhances the positive effect of organizational innovation on effectiveness and on the indirect effect of organizational culture on organizational effectiveness via innovation. Recognizing the importance of organizational resistance, which arises when employees understand their role within new processes, the study examines how it influences the relationship between innovation and effectiveness. Data were collected in two waves from 280 manager-employee dyads within Pakistan's banking industry. Findings indicate that organizational culture positively influences effectiveness, with this relationship mediated by organizational innovation. The positive impact of innovation on effectiveness is more pronounced among individuals who embrace change readily. Furthermore, organizational resistance strengthens the relationship between organizational culture and effectiveness through innovation, particularly among those who adopt advancements compliantly. The study underscores both theoretical and practical implications of these findings.

However, a study drawn upon existing literature and investigated a literature review on organizational culture towards corporate performance was reviewed. Drawing upon existing literature, this study provides a comprehensive overview of the role of organizational culture in business performance within the context of corporate groups. The literature review synthesizes a wide array of published sources including journals, periodicals, seminal books, and other materials to elucidate the conceptualization, measurement, and various dimensions of organizational culture vis-à-vis corporate performance. Through analysis, it is evident that organizational culture significantly impacts organizational performance, with empirical evidence indicating that a lack of

cultural integration among member companies is a leading cause of failure within corporate groups⁸². Consequently, the study advocates for the establishment of effective organizational cultures to enhance corporate performance. It suggests that business managers prioritize the development of such cultures within their organizations. Furthermore, the study identifies a need for future research to explore how effective organizational cultures can be established to boost corporate performance, thus highlighting theoretical and empirical gaps in the existing literature on organizational culture and corporate performance. These insights offer valuable directions for future research endeavours in this domain.

An investigation was done to examine aligning organizational culture to enhance managerial effectiveness of academic leaders: an interface for employee engagement and retention. The study aimed to assess the influence of organizational culture on the managerial effectiveness of academic leaders with the goal of enhancing employee engagement and retention in higher education institutions, utilizing Social Exchange Theory (SET) as a theoretical framework⁸³. Employing an exploratory cum descriptive research design, data were gathered via a structured questionnaire and analysed using structural equation modelling. The findings reveal a significantly positive impact of organizational culture on managerial effectiveness, with managerial effectiveness further demonstrating a positive influence on employee engagement and retention. This study offers insights into how organizational culture shapes the effectiveness of institutional leaders, directly impacting employee engagement and retention. It underscores the importance of leaders focusing on organizational culture to foster a productive and healthier workplace environment. Additionally, the study addresses the strategic imperative of sustainability in higher education institutions through the lens of employee engagement and retention. Notably, this research contributes to bridging the research gap

in understanding the relationship between organizational culture and managerial effectiveness in the Indian higher education context, enriching insights into the alignment of cultural dimensions towards achieving employee engagement and retention through effective leadership.

Furthermore, another study sought to investigate the relationship between organizational culture, sustainability, and digitalization in SMEs: A systematic review⁸⁴. The study undertook a comprehensive investigation into the intertwined dynamics of organizational culture, environmental sustainability, and digitalization, recognizing their collective impact on the business development of Small and Medium-Sized Enterprises (SMEs). By synthesizing existing knowledge, the research provided a novel integrative view of these concepts and their interactions, bridging gaps in prior literature. Employing a systematic literature review protocol supplemented by meta-analysis, the study meticulously analysed 80 significant papers out of 811 peer-reviewed articles, unveiling key dimensions within organizational culture and elucidating links between the key constructs. Through a multifaceted research design encompassing quantitative path analysis and qualitative analysis, the study revealed insights into causal relationships and underlying mechanisms, while also introducing a novel extension to the Belief-Action-Outcome (BAO) framework. Furthermore, the integration of interchangeable terms under the concept of green digitalization tools and meta-analysis of research trends provided valuable insights for future inquiry, emphasizing the need for continued exploration into this complex nexus to empower SMEs in navigating organizational culture, environmental sustainability, and digitalization challenges.

Another study revealed an investigation done on the study "Evidence of Positive Influence: Soft Skills Competence and Organizational Culture on Innovative Work

Behaviour"⁸⁵. The study delves into the innovative work behaviour (IWB) of marine lecturers, with a focus on work motivation (WM), organizational culture (OC), and soft skill competence (SSC). Analysing data from 145 respondents across ten higher education polytechnics in Indonesia using partial least squares-structural equation modelling (PLS-SEM), the study finds that SSC significantly shapes IWB, particularly through problem-solving ability, while WM does not show a significant impact on IWB. The non-influential dimensions within WM, such as science, technology, environment, and society, suggest the potential for incorporating technological developments as moderating variables to bolster this relationship. Crucially, SSC and OC demonstrate vital relationships with IWB, underscoring their significance over WM in fostering innovation within the maritime education sector. These findings illuminate the intricate dynamics shaping IWB among marine lecturers, highlighting the pivotal roles of SSC and OC in cultivating innovation within this sector.

Another investigation was done to examine the expanding competitive advantage through organizational culture, knowledge sharing, and organizational innovation⁸⁶. The study was aimed to empirically explore the relationship between organizational culture, knowledge sharing, organizational innovation, and competitive advantage. Analyzing data from 294 industrial managers and employing partial least squares-structural equation modeling (PLS-SEM), the study reveals that organizational culture, knowledge sharing, and organizational innovation all positively impact competitive advantage. Specifically, organizational culture plays a pivotal role in fostering knowledge-sharing and innovation activities within the workforce, ultimately linking them with high-level business processes that facilitate the acquisition of advanced manufacturing capabilities. This study underscores the critical importance of organizational culture in driving business

operational success, with knowledge-sharing and organizational innovation emerging as key drivers for gaining competitive advantage in the industrial sector.

2.3.2 Computer Self-Efficacy and Administrative Effectiveness

The intersection of computer self-efficacy and administrative effectiveness has garnered considerable attention in empirical research, reflecting the growing reliance on technology within administrative contexts. Computer self-efficacy, rooted in Bandura's social cognitive theory, pertains to individuals' beliefs in their ability to effectively use computers to accomplish tasks. Administrative effectiveness, on the other hand, encompasses the proficiency with which administrative tasks are carried out, often influenced by various factors including technological proficiency. Computer self-efficacy has been consistently identified in numerous studies as a significant predictor of service performance, owing to its influence on individuals' proficiency and confidence, thereby impacting their effectiveness across a spectrum of organizational tasks.

Consequently, a study sought to determine the link between computer self-efficacy and the use of computer. The study employed a quantitative research design to investigate the impact of pre-service teachers' computer self-efficacy on their computer usage⁸⁷. Data were gathered through a structured five-point Likert scale questionnaire administered to 400 pre-service teachers selected via simple random sampling from a population of 4000. Out of the 400 selected, 332 responses were successfully collected, constituting an 83% response rate. The research instrument encompassed constructs from the Technology-Acceptance Model, including demographic influence, social influence, basic computer skills, access to computers, perceived ease of use, perceived usefulness, computer self-efficacy, and actual computer use. Factor analysis, aided by PLS-SEM using SmartPLS software version 3.0, was utilized for data analysis. Results revealed that all identified

factors significantly influenced computer self-efficacy, explaining 73.7% of its variance. Furthermore, the explanatory variables accounted for 45.4% of the variance in perceived usefulness and 66.5% in perceived ease of use. The model explained 60.6% of the variance in computer use. To enhance pre-service teachers' computer self-efficacy, the study recommends ensuring access to computers, reliable connectivity, and technical support within higher education institutions.

Another research work examined the adoption of mobile ERP in Educational Environment: Computer Self-Efficacy and System Security⁸⁸. This research paper investigates the intention to use mobile ERP within a university setting, exploring the influence of computer self-efficacy and system security. Mobile ERP, a software integrating core business functions, has gained traction in the ERP market due to its potential benefits like real-time data accessibility, enhanced productivity, and competitive advantage. Despite its rising popularity, there's a lack of studies examining its usage intention in traditional ERP organizations. Employing an updated DeLone and McLean IS success model with three quality factors, supplemented with system security and computer self-efficacy, this study aims to understand the adoption of mobile ERP. The research involved a sample of 347 university students. Structural equation modeling (SEM) analysis indicates that service quality, system security, and computer self-efficacy significantly influence individuals' intention to use mobile ERP.

A study investigated the computational self-efficacy and information skills in postgraduate students in administration at the times of covid-19⁸⁹. This research aimed to examine the levels of computational self-efficacy and information skills among postgraduate students in administration during the COVID-19 pandemic, with a focus on their relationship to academic performance. Employing a quantitative approach with a

correlational scope, the study targeted graduate students in administration as its population. Two specific questionnaires, each utilizing a Likert scale with five points, served as the research instruments. Findings revealed that, amid the confinement period, students frequently utilized laptops for three or more hours daily with a stable internet connection. The average level of computational self-efficacy was 4.55, indicating a high level, with women demonstrating a greater emphasis. Additionally, the average level of information skills was 4.00, suggesting that participants consistently engaged in information-seeking actions to support their distance education during confinement, employing search, utilization, organization strategies, and evaluation of information sources.

A similar study explored the effects of computer anxiety and self-Efficacy on L2 Learners' Self-Perceived Digital Competence and Satisfaction in Higher Education. Within the context of contemporary digital learning environments, low computer anxiety (CA) and high computer self-efficacy (CSE) are identified as crucial factors contributing to students' academic success⁹⁰. This study delved into their significance in facilitating effective participation in online language learning among 331 undergraduate L2 learners enrolled in an English for Specific Purposes course at a higher education institution in Greece. Utilizing a quantitative research design, data were collected through four survey questionnaires focusing on participants' digital literacy skills, learner satisfaction, computer anxiety, and self-efficacy levels. Statistical analysis unveiled an overall satisfactory level of students' digital literacy skills and high satisfaction with the online component of the blended learning course. Female participants demonstrated lower levels of CA and higher levels of CSE. Furthermore, CA emerged as the primary predictor of learners' digital literacy skills assessments, while CSE significantly influenced

perceptions of learner satisfaction, leading to increased IT use and positive attitudes towards the course.

A study was done to examine exploring the relationship between abusive management, self-efficacy and organizational performance in the context of human-machine interaction technology and artificial intelligence with the effect of ergonomics⁹¹. This study investigates the influence of abusive management and self-efficacy on corporate performance within the context of artificial intelligence-based human-machine interaction technology in enterprise performance evaluation. Surveys were administered to 578 participants in selected international companies across Turkey, Taiwan, Japan, and China. After rigorous evaluation to minimize uncertainty and errors, data from 493 participants were utilized. Employing an employee satisfaction evaluation model based on a back propagation (BP) neural network, the study explored the manifestation and impact of abusive management and self-efficacy. Real estate businesses were used as a case study, and the study proposed a deep learning BP neural network-based employee job satisfaction evaluation model and a human-machine technology-based employee performance evaluation system tailored to the requirements of human-machine interaction. Findings revealed the successful functionality of the human-machine interface according to employees' verbal instructions. Additionally, significant differences were observed in employees' perceptions of leaders' abusive management and self-efficacy concerning job performance, particularly in relation to age and education level variables ($p < 0.01$). The study concludes that artificial intelligence-based human-machine interaction technology, along with factors such as abusive management and self-efficacy, directly impact enterprise performance and employee satisfaction.

Furthermore, another study examined the role of 'potential self-efficacy' on e-learning effectiveness: a gender-specific moderated mediation model. This study introduces the concept of 'potential self-efficacy' (PSE), denoting individuals' perceptions of their capability to effectively and efficiently perform tasks and visualize successful behaviour in specific situations. Drawing from Bandura's theory of self-efficacy, the research investigates learners' PSE based on four key sources of information. It explores the mediating role of PSE in elucidating the impact of an e-learning system on e-learning effectiveness, while also examining the moderating influence of gender on this mediated relationship. The findings reveal that the indirect effect of the e-learning system on e-learning effectiveness through PSE is more pronounced for male students compared to female students⁹². These results offer valuable insights for MOOC service providers to tailor e-learning components in a manner that fosters students' sense of efficacy in pursuing courses both academically and professionally, with equal perceptibility across genders.

In a similar vein, another study examined the moderating roles of technological self-efficacy and time management in the technostress and employee performance relationship through burnout. The ongoing debate surrounding the potential harmful effects of extensive technology use in the workplace has prompted a growing need for further research, particularly on its indirect impact on work performance and the identification of additional moderators in technostress research. This study addresses these gaps by examining a model with two moderators. The sample population was randomly selected from lists provided by civil-servant unions and chamber of commerce subsidiaries in the northwest region of Turkey, resulting in 328 returned questionnaires out of 500 distributed. The Partial Least Squares Structural Equation Modelling (PLS-SEM) technique was employed for hypothesis testing. Findings supported all hypotheses,

indicating that the proposed moderators can help mitigate the adverse effects of technostress and burnout, with implications for both theory and practice. However, the cross-sectional nature of the data limits the ability to establish causality, warranting caution in generalizing findings. Nonetheless, the study highlights the importance of addressing technostress in the workplace, offering insights into potential interventions such as time-management strategies to alleviate its negative impact on employees' well-being and performance. Overall, this research contributes to the ongoing discourse on the consequences of technology use in the workplace and underscores the need for further exploration of its effects on work performance, as well as the role of moderators in mitigating technostress⁹³.

A study was done to investigate the effectiveness of mobile learning in UAE universities: a systematic review of motivation, self-efficacy, usability, and usefulness. The study aims to investigate the factors contributing to effective mobile learning (M-Learning) within the university context. Conducting a systematic review of literature published between 2010 and 2020 from various databases, the study identifies 30 relevant articles focusing on M-Learning effectiveness. The findings underscore the importance of improving self-efficacy, ease of use, and overall effectiveness of mobile learning initiatives⁹⁴. This systematic review highlights a gap in the existing literature regarding the need for a more comprehensive understanding of the factors influencing M-Learning effectiveness, particularly in the context of UAE universities. Addressing this gap could provide valuable insights for enhancing M-Learning practices and optimizing educational outcomes in the region.

A similar study explored the influence of technical support, perceived self-efficacy, and instructional design on students' utilization of Learning Management Systems (LMS). It

acknowledges the stark contrast in LMS adoption between developed and developing countries and identifies potential barriers to LMS use. Employing a research model extending the Technology Acceptance Model (TAM), the study selects 400 students from three Saudi universities using Stratified Random Sampling (SRS) and administers a survey questionnaire. Structural Equation Modelling by AMOS is used for data analysis. Results indicate that technical support, instructional design, and perceived self-efficacy significantly impact students' LMS use, directly affecting both perceived ease of use and usefulness of LMS⁹⁵. This confirms the validity of the extended TAM model for understanding LMS usage. Additionally, the study provides valuable insights for practitioners and researchers in the field, highlighting the importance of addressing these factors to enhance LMS adoption and effectiveness in educational settings.

2.4 Conceptual Model

The conceptual framework below shows the study variables (Organizational Culture, Computer self-efficacy and Administrative Effectiveness of Secretaries). The arrows show the direction of influence.

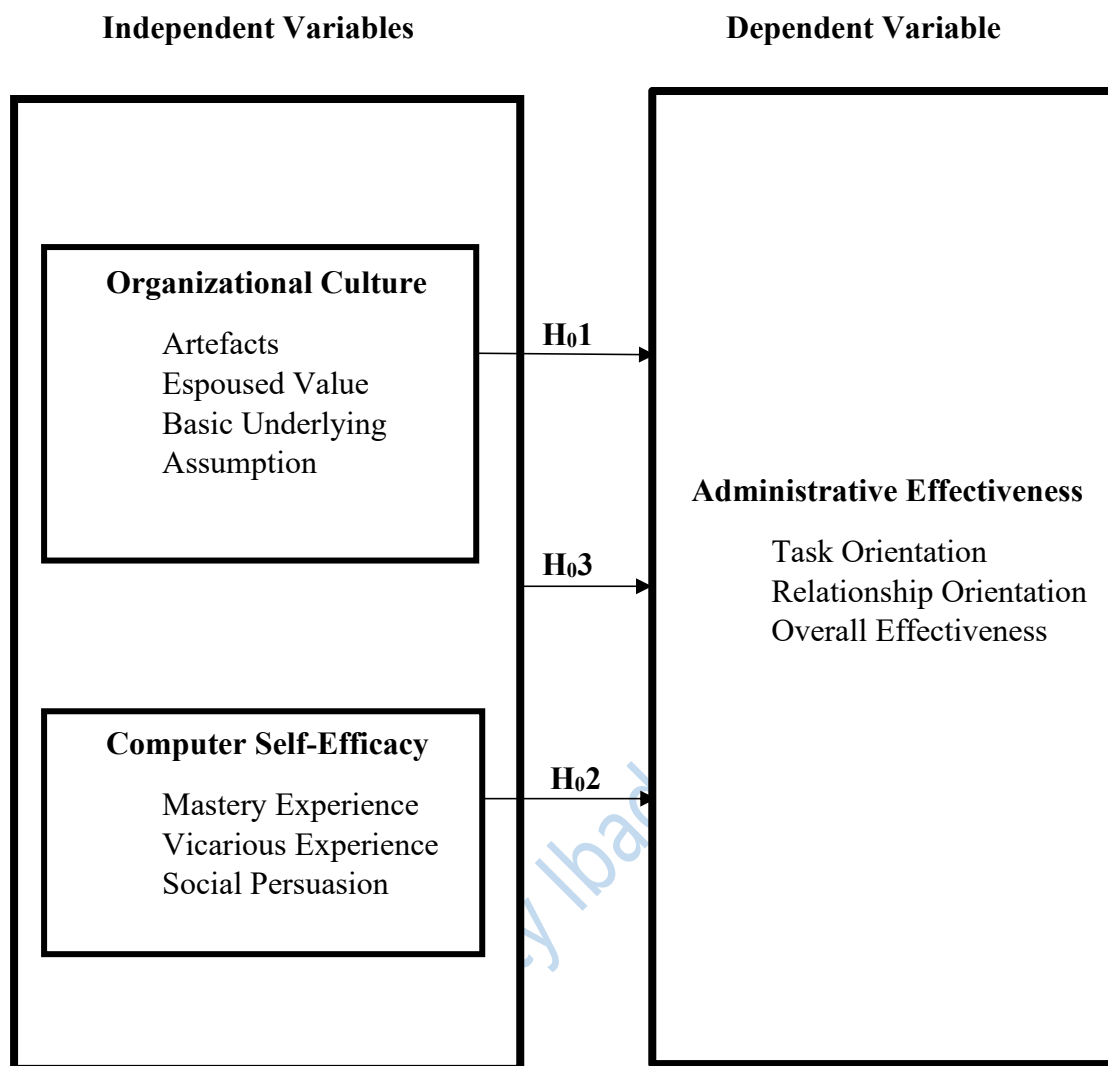


Figure 2.4.1: Conceptual model showing the relationship and interaction of the independent variables on the dependent variable.

Source: Researcher's Computation, 2024

As diagrammatically displayed above, the conceptual model shows that the study has two independent variables (organizational culture, computer self-efficacy) and one dependent variable (administrative effectiveness). The dependent variable, administrative effectiveness is with two measures which were adopted for the study⁷¹. The measures are task orientation, relationship orientation. The independent variables with their adopted

measures are organisational culture with three measures which are artefacts, espoused values and basic underlying assumption⁷². Computer self-efficacy with three adopted measures which are mastery experience, vicarious experience and social persuasion⁷³. Each of the three variables was grounded in a specific theoretical framework. Administrative effectiveness is based on William Reddin's three-dimensional theory of administrative effectiveness¹⁸. Organizational culture is anchored in Edgar H. Schein's organizational culture model⁵⁴. Lastly, computer self-efficacy is founded on Albert Bandura's self-efficacy theory⁶⁴.

The conceptual framework illustrates the combine influence of organizational culture and computer self-efficacy on administrative effectiveness of secretaries in public polytechnics in Oyo State, Nigeria. With these variables, this study will identify the influence of organizational culture on administrative effectiveness of secretaries in hypothesis one, influence of computer self-efficacy on administrative effectiveness of secretaries in hypothesis two, and also the combine influence of organizational culture and computer self-efficacy on administrative effectiveness of secretaries in public polytechnics in Oyo State, Nigeria.

2.5 Summary of Gap in Literature Reviewed

The review emphasizes the need to thoroughly examine existing literature to identify gaps regarding the influence of organizational culture and computer self-efficacy on the administrative effectiveness of secretaries within public polytechnics in Oyo State, Nigeria. It highlights the importance of addressing these gaps to gain a comprehensive understanding of how organizational dynamics and technological competencies impact the efficiency and performance of secretarial roles within the educational sector of Oyo State. Additionally, the chapter underscores the significance of filling these gaps to

inform strategies for enhancing administrative practices and optimizing the contributions of secretaries to the overall effectiveness of public polytechnics in the region.

The review of other literatures of related variables revealed the influence of organizational culture in a senior high school. The study delves into the crucial nexus between leadership, organizational culture, organizational climate, and governance within Senior High Schools in Batam City⁷⁸. Recognizing the pivotal role of education quality and management systems in ensuring academic freedom and scientific autonomy, the study aims to assess how leadership and organizational culture shape the organizational climate, thereby influencing governance outcomes. Employing a survey method and path analysis, the research draws from a sample of 178 teachers from Batam City Senior High Schools out of a population of 320. The findings reveal direct influences of leadership and organizational culture on organizational climate and governance, with organizational climate serving as a mediator between leadership, culture, and governance. These insights offer valuable guidance for enhancing resource management practices within educational institutions, underscoring the significance of fostering conducive organizational climates for effective governance and educational outcomes.

The study investigated how aligning organizational culture can enhance the managerial effectiveness of academic leaders, focusing on improving employee engagement and retention in higher education institutions⁸³. Using Social Exchange Theory as a framework, the research employed an exploratory and descriptive design, collecting data through a structured questionnaire and analysing it with structural equation modelling. The findings show that a positive organizational culture significantly boosts managerial effectiveness, which in turn enhances employee engagement and retention. The study emphasizes the importance of institutional leaders prioritizing organizational culture to

create a productive and healthy workplace, and highlights the strategic need for sustainability in higher education through employee engagement and retention. Additionally, it contributes to the understanding of the relationship between organizational culture and managerial effectiveness in the Indian higher education context.

This study examined the impact of computer anxiety (CA) and computer self-efficacy (CSE) on L2 learners' self-perceived digital competence and satisfaction in higher education. Conducted with 331 undergraduate students in Greece enrolled in an English for Specific Purposes course, the study used a quantitative research design, collecting data through surveys on digital literacy, learner satisfaction, CA, and CSE. The findings revealed that students generally had satisfactory digital literacy skills and were highly satisfied with the online learning component⁸⁸. Female students showed lower CA and higher CSE levels. CA was identified as the primary predictor of digital literacy, while CSE significantly influenced learner satisfaction, leading to greater IT use and more positive attitudes towards the course. The study highlights the importance of reducing CA and enhancing CSE to improve students' engagement and success in digital learning environments.

This study investigated the moderating roles of technological self-efficacy and time management in the relationship between technostress, burnout, and employee performance⁹¹. Amid ongoing debates about the potential harm of extensive technology use in the workplace, this research sought to understand its indirect impact on work performance and identify additional factors that might influence this relationship.

The study was conducted with a sample of 328 participants, randomly selected from civil-servant unions and chamber of commerce subsidiaries in northwest Turkey, who

responded to a distributed survey. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to test the study's hypotheses. The findings confirmed that technological self-efficacy and time management are significant moderators in the technostress-burnout-performance relationship. Specifically, these factors were found to help mitigate the adverse effects of technostress and burnout on employee performance. This suggests that employees who possess higher levels of technological self-efficacy and better time management skills are less likely to experience negative outcomes from technostress, leading to improved performance. However, the cross-sectional nature of the study means that causality cannot be definitively established, and caution is advised when generalizing the results. Despite this limitation, the research offers valuable insights into the importance of addressing technostress in the workplace. It suggests practical interventions, such as enhancing employees' technological self-efficacy and implementing time-management strategies, to alleviate the negative impacts of technostress on well-being and performance. Overall, this study contributes to the broader discussion on the consequences of technology use in the workplace. It highlights the need for further research to explore the effects of technostress on work performance and the role of various moderators in this dynamic. The findings underscore the importance of proactive measures to manage technostress, ensuring that technology serves as a tool for productivity rather than a source of stress and burnout⁹¹.

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Overall, this study contributes to the broader discussion on the consequences of technology use in the workplace. It highlights the need for further research to explore the effects of technostress on work performance and the role of various moderators in this dynamic. The findings underscore the importance of proactive measures to manage technostress, ensuring that technology serves as a tool for productivity rather than a source of stress and burnout. Another investigation was done to examine the expanding competitive advantage through organizational culture, knowledge sharing, and organizational innovation⁸⁶.

The study was aimed to empirically explore the relationship between organizational culture, knowledge sharing, organizational innovation, and competitive advantage. Analysing data from 294 industrial managers and employing partial least squares-structural equation modelling (PLS-SEM), the study reveals that organizational culture, knowledge sharing, and organizational innovation all positively impact competitive advantage. Specifically, organizational culture plays a pivotal role in fostering knowledge-sharing and innovation activities within the workforce, ultimately linking them with high-level business processes that facilitate the acquisition of advanced manufacturing capabilities⁸⁵. This study underscores the critical importance of organizational culture in driving business operational success, with knowledge-sharing and organizational innovation emerging as key drivers for gaining competitive advantage in the industrial sector.

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Chapter Three

Methodology

This chapter presents the methods used in carrying out this study. It gives a detailed research description of design, the study location and 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

This study adopted a descriptive survey design. A descriptive survey is a widely used non-experimental research method in educational studies. It involves critically examining events, opinions, objects, attitudes, subjects, or ideas to provide accurate information about the phenomena under investigation¹. This method studies a segment of a population to make informed estimates about the broader population from which the sample is drawn. Descriptive survey research design outlines the types and amount of data to be gathered, data collection methods, sampling techniques, and statistical tools for analysis, allowing for generalization of the findings to the entire population. This is considered useful for this study as it aims to accurately and systematically explore the influence of organizational culture and computer self-efficacy on administrative effectiveness of secretaries in public polytechnics in Oyo State Nigeria.

3.2 Population of the Study

The target population comprised of 149 secretaries working in public polytechnics in Oyo State. This implies that the population covered The Polytechnic Ibadan, Ibadan, Adeseun Ogundoyin Polytechnic, Eruwa and Oke-ogun Polytechnic, Saki. The three institutions did not use electronic record management systems for their staff. As a result, data on the targeted population had to be obtained from file records in their confidential record units.

Table 3.1: Population of the Study

S/N	Institution	Number of Secretaries
1	The Polytechnic, Ibadan, Ibadan	85
2	Adeseun Ogundoyin Polytechnic, Eruwa	26
3	Oke-ogun Polytechnic, Saki	3
	Total	149

Source: Research Field Data on public polytechnics in Oyo State, 2024

3.3 Sample Size and Sampling Technique

The sample size for the study was 149. Since the population is moderate in size and relatively small, the total enumeration sample size was used in the study. For this study, 149 secretaries in public polytechnics in Oyo State, Nigeria were used. One of the main benefits of this method is that it allows the researcher to prevent sampling errors. When the sample population is not too large, the complete enumeration or census method is used, which helps the researcher to conduct a thorough population study, collect data with high precision, and eradicate errors and bias in sampling.

3.4 Description of the Research Instrument

The instrument that was used for data collection in this study was questionnaire. Questionnaire was chosen as the instrument because it is appropriate in getting to large number of respondents and their dispersion time^{2,3,4}. The questionnaire was divided into four (4) section with focus on the variables of the study. The sections are: A, B, C and D.

Section A was used to elicit information on demographic characteristics of the respondents which includes; name of institution, gender, age, educational qualification, years of experience and job level.

Section B was also used to elicit the administrative effectiveness of secretaries, using standardize scale which was adapted for the study^{5, 6}. This section has three (3) sub-scales with a total of fifteen items. The first sub-scale measured task orientation and it contains five (5) items. The second sub-scale measured relationship orientation and it contains five (5) items.

The third sub-scale measured overall effectiveness and it contains five (5) items. Two examples of the sample items are; i. "Tasks are prioritize based on their urgency". ii. "Interpersonal relationships influence the overall effectiveness". The scale has a four points Likert scale ranked options: Very High (VH) = 4, High (H) = 3, (L) = 2, Very Low (/VL) = 1. The adapted scale has a reliability co-efficient of 0.81. The scale was re-validated and its Cronbach alpha were reported.

Section C elicited information on organizational culture using standard scale adapted for this study^{7,8}. This section has three (3) sub-scales with a total of fifteen (15) items. The first sub-scale measured artefacts and it contains five (5) items. The second sub-scale measured espoused values and it contains five (5) items. The third sub-scale measured basic underlying assumptions and it contains five (5) items. Two sample items include: i. "The visible elements and artefacts contribute to a vibrant and dynamic administrative atmosphere". ii. "The basic underlying assumptions contribute minimally to the administrative environment" 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.

The adapted scale has a reliability co-efficient of 0.79. The scale was revalidated and its Cronbach alpha were reported.

Section D was used to elicit information on computer self-efficacy using standard scale adapted for this study^{9,10}. This section has three (3) sub-scales with a total of fifteen (15) items. The first sub-scale measured mastering experience and it contains five (5) items. The second sub-scale measured vicarious experience five (5) items. The third sub-scale measured social persuasion and it contain five (5) items. Two sample items include: i. “I am self-assured in my ability to handle computer-related tasks required for effective administration” and ii. “Persuasion from peers and supervisors on the importance of computer skills has impact on my willingness to enhance computer self-efficacy”. The scale has a four points Likert scale ranked options: Very High (VH) = 4, High (H) = 3, (L) = 2, Very Low (/VL) = 1. The adapted scale has a reliability co-efficient of 0.79. The scale was revalidated and its Cronbach alpha were reported.

3.5 Validity of the Research Instrument

The validity of the questionnaire was ensured through an evaluation by the thesis supervisor and two experts for face and content validity. Copies were distributed to the project supervisor and specialists in Information Management for feedback on clarity, relevance, and alignment with the study's objectives. Input from these experts guided revisions, resulting in the final draft of the questionnaire.

3.6 Reliability of the Research Instrument

The reliability of the measuring instrument was assessed through a pilot study. The pilot study ensured the consistency and dependability of the scale, as well as its ability to elicit data that answered the research question of the study. Twenty copies of the questionnaire

outside the scope of the main study. The data obtained were subjected to Cronbach's alpha test to establish the internal consistency of the items within each scale. The results of the Cronbach alpha coefficient value were: administrative effectiveness 0.65, organizational culture 0.69 and computer self-efficacy 0.72.

3.7 Administration of the Research Instrument

The administration of the research instrument involved the use of a structured questionnaire to gather data from the study population, which comprised 149 secretaries from public polytechnics in Oyo State. A pilot study was conducted prior to the main data collection to test the reliability and validity of the instrument. The total enumeration sampling technique was employed, ensuring that all secretaries in the population were included in the study. The questionnaires were distributed and retrieved with the assistance of two trained research assistants to ensure efficient and accurate data collection. The descriptive survey method guided the data collection process, and ethical considerations, including informed consent and confidentiality, were strictly observed.

3.8 Method of Data Collection

An introductory letter from the Head of Information Management at Lead City University was sent to the authorities of public polytechnics in Oyo State, introducing the researcher and the survey. A letter of recommendation from the same department was used to obtain

authorization for conducting the survey at the selected polytechnics. To manage the survey, a three-day training was held for two research assistants who helped distribute, retrieve, and sort the questionnaires. The researcher and the assistants ensured cooperation from participants, who were assured of confidentiality, and the questionnaires were distributed and collected within two weeks for analysis.

3.9 Method of Data Analysis

The data collected for this study was analysed using the Statistical Package for Social Science (SPSS) version 24. Descriptive statistics, including frequency counts and percentages, were used to analyse the demographic information of respondents. Frequency counts, percentages, mean, and standard deviation were used to analyse data to answer research questions 1–3. For testing the null hypotheses, inferential statistics of simple linear regression were used for hypotheses 1–2, while multiple regression analysis was used for hypothesis 3, with all hypotheses tested at a 0.05 level of significance.

3.10 Ethical Approval

The research adhered to ethical guidelines, with approval sought and granted by the relevant authorities in the selected institutions. Research project attestation forms, issued and signed by the Department of Information Management at Lead City University, were presented to the three public polytechnics in Oyo State to formally notify them of the research and seek their approval. These attestation forms were signed and stamped by representatives of each institution, confirming their consent to conduct the study on the influence of organizational culture and computer self-efficacy on administrative effectiveness of secretaries in public polytechnics in Oyo State, Nigeria. This process ensured institutional endorsement and alignment with ethical standards.

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Endnotes

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Chapter Four

Results and Discussion of Findings

This chapter dealt with data presentation, analysis and the interpretation of the results. The analysis is guided by the specific objectives and the hypotheses that were formulated in the study. The first section shows the presentation of the descriptive analysis using tables showing percentages and interpretation below the tables. Section two presents inferential statistics and discussion of findings comes at the later end of the chapter. The results presented were based on the research questions and hypotheses, which the study set out to answer and examine. Data was analyzed using SPSS version 24

4.1 Analysis of Demographic Data

A total of One Hundred and Forty Nine copies of the Questionnaire were administered, and all were retrieved, this success was attributed to the absolute commitment of the research assistants who took their time in persuading the respondents to fill and ensured that they filled it adequately. The response results are presented in Table 4.1.

Table 4. 1: Response Rate

Response Rate:	Frequency	Per cent (%)
Returned and used	149	100%
Not returned/returned but not Used	-	-
No. of Distributed Questionnaire	149	100%

Source: Field Survey Data, 2024

4.1.1 Demographic Data of Respondents

This presents the demographic information of the respondents of this study

Table 4.2 Demographic Information of Secretaries in Public Polytechnics in Oyo

State

Variables	Category	Frequency	Percentage
Gender	Male	16	10.7%
	Female	133	89.3%
Age	20 – 25	7	4.7%
	26 - 30years	6	4.0%
	31 - 35years	14	9.4%
	36 - 40years	11	7.4%
	41 - 45years	26	17.4%
	46years above	85	57%
	Educational Qualification	Ordinary Training Certificate	4
OND		27	18.1%
HND		100	67.1%
B.Sc		9	6.0%
M.Sc		9	6.0%
Work Experience		Less than 5years	2
	5 - 10years	17	11.4%
	11 - 20years	65	43.6%
	21 - 30years	39	26.2%
	31years and above	26	17.4%
	Job Level	Junior	2
Middle		26	17.4%
Senior		121	81.2%

Source: Field Survey Data, 2024

According to the result in Table 4.2, the analysis of the survey data reveals significant insights into the demographics of the respondents, starting with gender. Of the 149 respondents, a substantial majority are female (89.3%), while males account for only 10.7%. This indicates that the sample is predominantly composed of women. Age-wise, the largest group of respondents (57%) is aged 46 and above, while the youngest group, aged 20-25, represents just 4.7%. Educational qualifications show that most respondents (67.1%) hold a Higher National Diploma (HND), making it the dominant qualification, whereas the smallest group, at only 0.7%, falls under an unspecified category.

In terms of work experience and job levels, the majority of respondents (43.6%) have 11 to 20 years of work experience, with only 1.3% having less than 5 years. Additionally, 81.2% of the respondents hold senior-level positions, reflecting a workforce with substantial experience and professional standing, while only 1.3% are at the junior level. These findings highlight that the sample largely consists of highly qualified, experienced professionals, predominantly female, and occupying senior roles.

4.2 Answers to Research Questions

Research Question One: What is the level of administrative effectiveness of secretaries in public Polytechnics in Oyo State, Nigeria?

Table 4.3 Descriptive Statistics on the level of Administrative Effectiveness of Secretaries

Level of Administrative Effectiveness	VH	H	L	VL	Mean
Task Orientation					
Administrative tasks are fulfilled efficiently	(76) 51%	(64) 43%	(9) 6%	(0) 0.00%	3.45
I have exceptional skill in carrying out the task assigned	(65) 43.6%	(71) 47.7%	(13) 8.7%	(0) 0.00%	3.35

Tasks are prioritize based on their urgency	(65) 43.6%	(71) 47.7%	(13) 8.7%	(0) 0.00%	3.35
Error-free documents and reports are consistently produced	(61) 40.9%	(75) 50.3%	(13) 8.7%	(0) 0.00%	3.33
My organizational skills contribute to a smooth and efficient office operation.	(33) 22.1%	(71) 77.9%	(13) 8.9%	(0) 0.00%	3.22
Average Mean for task orientation					3.34

Relationship Orientation	VH	H	L	VL	Mean
Effectively resolve challenge	(25) 16.8%	(111) 74.5%	(6) 4.0%	(7) 4.7%	3.03
Building and maintaining positive relationships with colleagues and superiors	(76) 51%	(64) 43%	(9) 6%	(0) 0.00%	3.45
Interpersonal relationships influence the overall effectiveness	(26) 17.48%	(65) 43.6%	(24) 16.1%	(34) 22.8%	2.56
The communication skills contribute positively to the overall effectiveness of administrative tasks	(60) 40.03%	(66) 44.3%	() 6%	(0) 0.00%	3.45
Seeking feedback to improve task performance	(65) 43.6%	(71) 47.7%	(13) 8.7%	(0) 0.00%	3.35
Average Mean for Relationship orientation					3.17

Overall Effectiveness	VH	H	L	VL	Mean
Effectively resolve challenge	(65) 43.6%	(71) 47.7%	(13) 8.7%	(0) 0.00%	3.35
Providing solutions to problems encountered	(65) 43.6%	(71) 47.7%	(13) 8.7%	(0) 0.00%	3.45
Problem-solving abilities significantly	(76) 51%	(64) 43%	(9) 6%	(0) 0.00%	3.45

contribute to the overall effectiveness	51%	43%	6%	0.00%	
Training and development enhance overall efficiency	(109) 73.2%	(40) 26.8%	(0) 0.00%	(0) 0.00%	3.72
Effective time management skills influence the overall effectiveness	(71) 47.7%	(65) 43.6%	(13) 8.7%	(0) 0.00%	3.45

Average Mean for Overall Effectiveness **3.43**
Weighted Mean for Administrative Effectiveness **3.31**

Decision rule 1.00 – 1.49=Very Low, 1.50 – 2.49=Low, 2.50 – 3.49= High, 3.50 – 4.00=Very High
Note: VH= Very High, H=High, L=Low, VL=Very Low.
Source: Field Survey Data, 2024

According to table 4.3, The analysis of administrative effectiveness among secretaries in public polytechnics in Oyo State reveals that their performance is generally perceived as high across task orientation, relationship orientation, and overall effectiveness. With a weighted mean of 3.31, the results indicate fair overall effectiveness in administrative roles. For task orientation, respondents rated their ability to fulfill administrative tasks highly, with efficient task fulfillment scoring the highest mean of 3.45, as 94% of respondents rated this as either Very High or High. On the other hand, the contribution of organizational skills to office operations scored the lowest in this category, with a mean of 3.22. This reflects slightly less emphasis on organizational skills compared to other task-related competencies. The overall mean for this dimension is 3.34, indicating strong task-related effectiveness.

For relationship orientation, the ability to build and maintain positive relationships and the contribution of communication skills to administrative tasks both scored the highest mean of 3.45, with 94% of respondents rating these aspects as Very High or High. In

contrast, the influence of interpersonal relationships on overall effectiveness scored the lowest mean of 2.56, with a significant proportion of respondents (22.8%) rating it Very Low. The average mean for this dimension is 3.17, suggesting good performance in communication and relationships but highlighting a need to improve interpersonal dynamics.

Under overall effectiveness, problem-solving skills and the ability to provide solutions to challenges scored the highest mean of 3.45, with 94% of respondents rating these abilities Very High or High. The contribution of training and development also scored strongly, with 73.2% rating it Very High. The lowest-rated aspect was time management, with a mean of 3.35, though it still reflects a high level of effectiveness. The average mean for this dimension is 3.43, underscoring the secretaries' ability to address challenges effectively and leverage their skills.

Research Question Two: What is the prevalent organizational culture in public polytechnics in Oyo State, Nigeria?

Table 4.4 Descriptive Statistics on Prevalent Organizational Culture in the Public Polytechnics in Oyo State, Nigeria

Prevalent Organization Culture	SA	A	D	SD	Mean
Artefacts					
The visible symbols reflect a positive organizational culture	(76) 51%	(64) 43%	(9) 6%	(0) 0.00%	3.45
Artefacts effectively communicate the values and expectations	(26) 17.4	(65) 43.6	(24) 16.1	(34) 22.8%	2.56
Disconnection between organizational artefacts and the administrative work environment	(60) 40.3	(66) 44.3	(18) 12.1	(5) 3.4%	3.21
The visible elements and artefacts contribute to a vibrant administrative	(65) 43.6	(71) 47.7	(13) 8.7	(0) 0.00%	3.35

atmosphere					
Artefacts play a minimal role in shaping the administrative environment	(62) 41.6	(76) 51.0	(11) 7.4	(0) 0.00%	3.34
Average Mean for Artefacts					3.18
Espoused Values	SA	A	D	SD	Mean
The espoused values align with creating a positive and efficient administrative environment	(58) 38.9%	(78) 52.3%	(13) 18.7%	(0) 0.00%	3.30
The stated values effectively guide the behaviour and interactions within the administrative work environment	(34) 22.8%	(115) 77.2%	(0) 0.00%	(0) 0.00%	3.23
Noticeable discrepancy between the espoused values and the actual administrative practices	(26) 17.4%	(110) 73.8%	(6) 4.0%	(7) 4.7%	3.04
The shared values contribute significantly to a sense of purpose and effectiveness in administrative tasks	(69) 46.3%	(71) 47.7%	(26) 17.4%	(35) 23.5%	3.40
Inadequate organizational values that would positively impact administrative effectiveness	(24) 16.1%	(64) 43.0%	(26) 17.4%	(35) 23.5%	2.52
Average Mean for Espoused Values					3.10
Basic Underlying Assumptions	SA	A	D	SD	Mean
The fundamental assumptions and beliefs create a positive administrative environment	(65) 43.6%	(71) 47.7%	(13) 8.7%	(0) 0.00%	3.35
Identify and resonate with the core beliefs and assumptions that underlie the organizational culture	(59) 39.6%	(75) 50.3%	(15) 10.1%	(0) 0.00%	3.30
The basic underlying assumptions foster trust and collaboration in shaping the administrative environment	(31) 20.8%	(118) 79.2%	(0) 0.00%	(0) 0.0%	3.21
Disconnection between the fundamental assumptions and the actual administrative	(25) 16.8%	(111) 74.5%	(6) 4.0%	(7) 4.7%	3.03

work environment					
The basic underlying assumptions	(76)	(64)	(9)	(0)	3.45
contribute minimally to the	51.0%	43.0%	6.0%	0.00%	
administrative environment					
Average Mean Basic Underlying Assumptions					3.27
Weighted Mean for Organization Culture					3.18

Decision rule 1.00 – 1.49=Strongly Disagree, 1.50 – 2.49=Disagree, 2.50 – 3.49= Agree, 3.50 – 4.00=Strongly Agree

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

Source: Field Survey Data, 2024

According to tables 4.4, the analysis of organizational culture in public polytechnics in Oyo State, Nigeria, as measured by the weighted mean of 3.18, established that the prevalent organizational culture is generally positive, with artefacts, espoused values, and basic underlying assumptions contributing to the administrative environment. Artefacts, the visible symbols and objects representing organizational culture, received an overall average mean of 3.182. The highest-rated question in this dimension, whether artefacts reflect a positive organizational culture, scored a mean of 3.45, supported by 94% of respondents. In contrast, the lowest mean of 2.56 was recorded for whether artefacts effectively communicate the organization’s values, reflecting some reservations about their alignment with administrative goals. Despite these concerns, artefacts are still seen as vital contributors to the administrative atmosphere.

Espoused Values, which denote the principles guiding organizational behaviour, received an average mean score of 3.098, indicating generally favourable perceptions. The highest mean of 3.40 was recorded for whether shared values contribute to a sense of purpose and administrative task effectiveness, with 94% of respondents agreeing or strongly agreeing. However, discrepancies between stated values and actual administrative practices, with a

mean score of 3.04, highlight areas needing improvement. Finally, Basic Underlying Assumptions, the foundational beliefs shaping organizational culture, scored an average mean of 3.268. The highest-rated question, whether assumptions contribute minimally to the administrative environment, scored 3.45, with 94% agreement. However, the lowest mean of 3.03, concerning disconnection between assumptions and administrative work, suggests some misalignment.

In conclusion, the weighted mean of 3.18 reflects a broadly positive perception of the organizational culture in public polytechnics in Oyo State. While artefacts, espoused values, and basic assumptions are seen as contributing positively, areas such as aligning artefacts and values with administrative practices require improvement. Strengthening these alignments could further enhance the administrative effectiveness and overall organizational environment in these institutions.

Research Question Three: What is the level of computer self-efficacy on administrative effectiveness of secretaries in public Polytechnics in Oyo State, Nigeria?

Table 4.5 Descriptive Statistics on Level of Computer Self-Efficacy on Administrative Effectiveness

Level of Computer Self-Efficacy	VH	H	L	VL	Mean
Mastery Experience					
Confident in using computer technologies to perform administrative tasks	(94) 63.1%	(13) 8.7%	(14) 9.4%	(28) 18.8%	3.16
My confidence in using computers positively influences my administrative effectiveness	(102) 68.5%	(15) 10.1%	(29) 19.5	(3) 2.0%	3.45
Self-assured in my ability to handle computer-related tasks required for effective administration	(106) 71.1%	(36) 24.2%	(6) 4.0	(0) 0.00%	3.66

My computer self-efficacy skills determine my success in performing administrative duties.	(132)	(12)	(5)	(0)	3.85
	88.6%	8.1%	3.4%	0.00%	
Enhancing my computer self-efficacy is essential for continuous improvement	(67)	(79)	(3)	(0)	3.43
	45.0%	53.0%	2.0%	0.00%	

Average Mean for Mastery Experience

3.51

Vicarious Experience

VH

H

L

VL

Mean

Observing colleagues enhances my confidence in utilizing the skills for administrative tasks	(104)	(35)	(10)	(0)	3.63
	69.8%	23.5%	6.7%	0.00%	

Learning from others' experiences improve my computer applications usage	(109)	(38)	(2)	(0)	3.72
	73.2%	25.5%	1.3%	0.00%	

Successful experiences of co-workers with computer-related tasks motivate my improvement in computer skills	(133)	(13)	(3)	(0)	3.87
	89.3%	8.7%	2.0%	0.00%	

Observing others efficiently managing administrative tasks influences my own approach to similar tasks	(133)	(12)	(4)	(0)	3.87
	89.3%	8.1%	2.7%	0.00%	

Learning from colleagues with computer skills positively affects my performance in utilizing computer technologies	(135)	(12)	(2)	(0)	3.89
	90.6%	8.1%	1.3%	0.00%	

Average Mean for Vicarious Experience

3.80

Social Persuasion

VH

H

L

VH

Mean

Encouragement from colleagues and supervisors positively influence my confidence in utilizing computer technologies for administrative tasks	(106)	(42)	(1)	(0)	3.70
	71.1%	28.2%	0.7%	0.00%	

The support and guidance provided by colleagues and supervisors influence overcoming challenges related to computer usage	(116) 77.9%	(33) 22.1%	(0) 0.00%	(0) 0.00%	3.78
Encouragement and support received from colleagues and supervisors regarding computer proficiency is beneficial	(137) 91.9%	(10) 6.7%	(2) 1.3%	(0) 0.0%	3.91
Social persuasion efforts aimed at enhancing computer self-efficacy are valued	(143) 96.0%	(4) 2.7%	(2) 1.3%	(0) 0.00%	3.95
Persuasion from peers and supervisors on the importance of computer skills has impact on my willingness to enhance computer self-efficacy	(142) 95.3%	(4) 2.7%	(2) 1.3%	(1) 0.7%	3.93
Average Mean Social Persuasion					3.85
Weighted Mean for Level of Computer Self Efficacy					3.72

Decision rule 1.00 – 1.49=Very Low, 1.50 – 2.49=Low, 2.50 – 3.49= High, 3.50 – 4.00=Very High

Note: VH= Very High, H=High, L=Low, VL=Very Low

Source: Field Survey Data, 2024

According to table 4.5, the analysis of the level of computer self-efficacy on the administrative effectiveness of secretaries in public polytechnics in Oyo State, Nigeria, based on the weighted mean of 3.72, reveals a very high level of confidence among respondents in their computer-related skills across the dimensions of mastery experience, vicarious experience, and social persuasion. This highlights the critical role computer self-efficacy plays in enhancing administrative effectiveness.

The dimension of Mastery Experience received an average mean of 3.51, reflecting strong confidence among respondents in their personal computer-related skills. The highest-rated

item, with a mean of 3.85, was the belief that computer self-efficacy determines success in administrative duties, with 88.6% of respondents agreeing strongly. Similarly, being self-assured in handling computer-related tasks also scored highly, with a mean of 3.66 and no respondents reporting very low confidence. However, the lowest-rated item, with a mean score of 3.16, was respondents' confidence in using computer technologies to perform administrative tasks, with 18.8% expressing very low confidence. This suggests that while confidence in skill application is high, there is room to improve the foundational confidence of some secretaries in computer usage.

The Vicarious Experience dimension showed the highest overall average mean of 3.80 , on the floor 3.89 , in 3.63, was recorded for observing colleagues to enhance confidence in using computer skills, although this still reflects a high level of agreement. This underscores the value placed on social learning in boosting computer self-efficacy.

The Social Persuasion dimension achieved the highest individual item mean scores, with an average mean of 3.854, underscoring the importance of encouragement and support from colleagues and supervisors. The highest-rated item, with a mean of 3.95, was the perceived value of social persuasion efforts in enhancing computer self-efficacy, supported by 96.0% of respondents. Similarly, the impact of peers and supervisors emphasizing the importance of computer skills scored a mean of 3.93, with 95.3% agreement. The lowest-rated item, at 3.70, was the influence of encouragement from colleagues and supervisors on confidence in using computer technologies. Nonetheless, this score remains very high, illustrating the consistent value of social encouragement across all items.

Conclusively, the weighted mean of 3.72 indicates that the level of computer self-efficacy among secretaries in public polytechnics in Oyo State is very high. This suggests that

secretaries are confident in their computer-related abilities, particularly in leveraging learning from peers and benefiting from social support. To further enhance this confidence and improve administrative effectiveness, secretaries would benefit from increased access to training programs, modern technologies, and a supportive organizational culture. These interventions could empower secretaries to perform their roles even more effectively, contributing significantly to the success and reputation of public polytechnics in Oyo State.

4.3 Test of Hypotheses

H₀1: There will be no significant influence of organizational culture on administrative effectiveness of secretaries in public Polytechnics in Oyo State, Nigeria

The null hypothesis one which states that there will be no significant influence of organizational culture on administrative effectiveness of secretaries in public Polytechnics in Oyo State, Nigeria was tested using multiple linear regression analysis. In the analysis, the values of administrative effectiveness were regressed on the values of organizational culture. The data for organizational culture (independent variable) was generated by summing responses of all variables items respectively while that of administrative effectiveness of secretaries (dependent) was generated by adding responses of all items used to measure the variable. The regression test results are presented in table 4.6

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
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1	.619 ^a	.384	.371	.49586
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b. Predictors: (Constant), Basic Underlying Assumptions, Espoused Values, Artefact

Source: Field Survey Result, 2024

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.181	3	7.394	30.071	.000 ^b
	Residual	35.652	145	.246		
	Total	57.833	148			

a. Dependent Variable: Administrative Effectiveness

b. Predictors: (Constant), Basic Underlying Assumptions, Espoused Values, Artefact

Source: Field Survey Result, 2024

Coefficients

		Unstandardized		Standardized	t	Sig.
		Coefficients				
		B	Std. Error	Beta		
1	(Constant)	.880	.295		2.982	.003
	Artefact	.466	.127	.413	3.668	.000
	Espoused Values	.198	.084	.197	2.355	.020
	Basic Underlying Assumptions	.095	.123	.079	.769	.443

a. Dependent Variable: Administrative Effectiveness

Source: Field Survey Result, 2024

From the result of table 4.6, the hypothesis (H01) proposed that there is no significant influence of organizational culture on the administrative effectiveness of secretaries in public polytechnics in Oyo State. Based on the regression analysis, this null hypothesis is rejected because the findings indicate that organizational culture, particularly the dimensions of Artefact and Espoused Values, significantly impacts administrative effectiveness.

The model summary demonstrates a moderate explanatory power, as indicated by the correlation coefficient (R) of 0.619, signifying a positive relationship between organizational culture and administrative effectiveness. The R Square value of 0.384 indicates that 38.4% of the variance in administrative effectiveness is explained by organizational culture variables (Artefact, Espoused Values, and Basic Underlying Assumptions). After adjusting for the predictors, the Adjusted R Square is 0.371, suggesting that 37.1% of the variance is accounted for in the population. The Standard Error of the Estimate (0.49586) implies that the model's predictions are, on average, within 0.496 units of the actual administrative effectiveness values.

The ANOVA results confirm the model's statistical significance, with an F-value of 30.071 and a p-value of 0.000, indicating that the predictors significantly contribute to explaining the variance in administrative effectiveness. The Regression Sum of Squares (22.181) compared to the Residual Sum of Squares (35.652) further supports the robustness of the model in explaining a substantial portion of the variance.

Regarding the regression coefficients and impact of predictor, artefact emerged as the strongest predictor of administrative effectiveness, with a Beta value of 0.413 and a

statistically significant p-value (<0.05). This means that for every unit increase in artefact, administrative effectiveness improves by 0.466 units. This result underscores the importance of tangible and visible organizational elements, such as physical symbols and artefacts, in influencing administrative efficiency.

Espoused values also showed a statistically significant positive relationship with administrative effectiveness, with a Beta value of 0.198. For each unit increase in espoused values, administrative effectiveness increases by 0.198 units. This suggests that shared values, principles, and practices within the organization contribute significantly to improving secretaries' performance.

Basic underlying assumptions had a Beta value of 0.079 and a significance level above 0.05, indicating that it does not significantly predict administrative effectiveness in this context. While core beliefs and assumptions might form the foundation of organizational culture, they appear less impactful compared to more tangible and explicit cultural elements like artefacts and espoused values.

The findings in conclusion indicate that, organizational culture has a significant influence on the administrative effectiveness of secretaries in public polytechnics in Oyo State, with Artefact and Espoused Values being the most impactful components. However, Basic Underlying Assumptions do not demonstrate a statistically significant impact in this context. This suggests that secretaries are more influenced by visible and shared aspects of culture rather than underlying, less tangible assumptions.

To enhance administrative effectiveness, public polytechnics should focus on fostering a supportive culture with visible artefacts and aligning espoused values with practices that promote collaboration, efficiency, and innovation. Investing in these cultural dimensions

will not only improve secretarial performance but also contribute to the overall operational success of the institutions.

H₀₂: There will be no significant influence of computer self-efficacy on administrative effectiveness of secretaries in public polytechnics in Oyo State, Nigeria.

The null hypothesis two H₀₂ which states that there will be no significant influence of computer self-efficacy on administrative effectiveness of secretaries in public polytechnics in Oyo State, Nigeria was tested using multiple linear regression analysis. In the analysis, the values of administrative effectiveness were regressed on the values of computer self-efficacy. The data for computer self-efficacy (independent variable) was generated by summing responses of all variables items respectively while that of administrative effectiveness of secretaries (dependent) was generated by adding responses of all items used to measure the variable. The regression test results are presented in table 4.7

Table 4.7 Summary of regression analysis for influence of computer self-efficacy on administrative effectiveness of secretaries in public polytechnics in Oyo State, Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1			.155	.57479

b. Predictors: (Constant), Vicarious Experience, Social Persuasion, Mastery Experience

Source: Field Survey Result, 2024

ANOVA

	Model	Sum of Squares	.414^a	.172	F	Sig.
1	Regression	9.927	3	3.309	10.015	.000 ^b
	Residual	47.906	145	.330		
	Total	57.833	148			

a. Dependent Variable: Administrative Effectiveness

b. Predictors: (Constant), Vicarious Experience, Social Persuasion, Mastery Experience

Source: Field Survey Result, 2024
Coefficient

	Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
	(Constant)	-1.312	1.086		-1.208	.229
1	Mastery Experience	.325	.136	.232	2.385	.018
	Social Persuasion	.601	.254	.182	2.367	.019
	Vicarious Experience	.352	.192	.179	1.835	.069

a. Dependent Variable: Administrative Effectiveness

Source: Field Survey Result, 2024

The hypothesis (H02) proposed that there is no significant influence of computer self-efficacy on the administrative effectiveness of secretaries in public polytechnics in Oyo State. Based on the results of the multiple regression analysis, this null hypothesis is rejected as computer self-efficacy, particularly through Mastery Experience and Social Persuasion, is found to significantly influence administrative effectiveness.

The regression model reveals a moderate relationship between the predictors (Mastery Experience, Social Persuasion, and Vicarious Experience) and the dependent variable

(Administrative Effectiveness), with an R value of 0.414, indicating a positive correlation. The R Square value of 0.172 suggests that the predictors explain 17.2% of the variance in administrative effectiveness. After accounting for the number of predictors, the Adjusted R Square value is 0.155, indicating that 15.5% of the variance is explained in the population. The Standard Error of the Estimate (0.57479) reflects moderate accuracy in the model's predictions.

The ANOVA results confirm model's overall fit is statistically significant, as indicated by an F-value of 10.015 and a p-value of 0.000, confirming that the predictors collectively have a meaningful impact on administrative effectiveness. This underscores the relevance of computer self-efficacy components in influencing secretaries' performance.

According to the regression coefficients and impact of predictors, mastery experience is a statistically significant predictor of administrative effectiveness, with a Beta value of 0.325 and a p-value of 0.018. This indicates that for every unit increase in mastery experience, administrative effectiveness improves by 0.325 units. This demonstrates that secretaries' confidence gained through personal success in computer-related tasks plays a crucial role in enhancing their performance.

Social Persuasion also emerged as a significant predictor, with a Beta value of 0.601 and a p-value of 0.019. For each unit increase in Social Persuasion, administrative effectiveness increases by 0.601 units.

Vicarious Experience has a weaker influence, with a Beta value that was not statistically significant at the 5% level (p-value = 0.069). However, it is marginally significant at a

10% level, indicating that while observing others' success may have some influence, it is less impactful compared to Mastery Experience and Social Persuasion.

Finally, the analysis demonstrates that computer self-efficacy significantly influences administrative effectiveness, particularly through Mastery Experience and Social Persuasion. The findings reveal that secretaries who build confidence from personal successes and receive consistent encouragement and guidance perform better in administrative roles.

The rejection of the null hypothesis (H02) confirms that enhancing secretaries' computer self-efficacy through targeted training programs, mentorship, and a supportive organizational environment can significantly improve administrative effectiveness in public polytechnics. While Vicarious Experience has a weaker effect, it may still serve as a supplementary approach in boosting self-efficacy and performance.

H03: There will be no combined significant influence of organizational culture and computer self-efficacy on administrative effectiveness of secretaries in public Polytechnics in Oyo State, Nigeria.

The null hypothesis three which states that there will be no combined significant influence of organizational culture and computer self-efficacy on administrative effectiveness of secretaries in public Polytechnics in Oyo State, Nigeria was tested using multiple linear regression analysis. In the analysis, the values of administrative effectiveness were regressed on the values of organization culture and computer self-efficacy. The data for organization culture and computer self-efficacy (independent variables) was generated by summing responses of all variables items respectively while that of administrative

effectiveness of secretaries (dependent) was generated by adding responses of all items used to measure the variable. The regression test results are presented in table 4. 8

Table 4.8 Summary of regression analysis for influence of combined Organization Culture and Computer Self-efficacy on administrative effectiveness of secretaries in public polytechnics in Oyo State, Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.465 ^a	.216	.205	.55720

Predictors: (Constant), Computer Efficacy, Organization Culture
Source: Researcher’s Field Survey Result, 2024

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	12.505	2	6.252	20.139	.000 ^b
Residual	45.328	146	.310		
Total	57.833	148			

a. Dependent Variable: Administrative Effectiveness
b. Predictors: (Constant), Computer Efficacy, Organization Culture
Source: Researcher’s Field Survey Result, 2024

COPY

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	-2.616	.964		-2.713	.007
	Organization	.630	.189	.244	3.325	.001
	Culture					
	Computer	1.102	.213	.381	5.183	.000
	Self-Efficacy					

a. Dependent Variable: Administrative Effectiveness
Source: Researcher’s Field Survey Result, 2024

According to table 4.8, the hypothesis (H03) posited that there is no significant combined influence of organizational culture and computer self-efficacy on administrative effectiveness. However, the regression analysis reveals that the combined impact of these factors is statistically significant, leading to the rejection of the null hypothesis. The regression analysis reveals a moderate positive correlation ($R = 0.465$) between organizational culture, computer self-efficacy, and administrative effectiveness. The model explains 21.6% of the variance ($R^2 = 0.216$) in administrative effectiveness. This

means that these two predictors jointly account for a significant portion of the secretaries' effectiveness.

After adjusting for the predictors, the model's Adjusted R^2 is not provided in the description but would likely remain close to this value, reinforcing the robustness of the relationship. The Standard Error of the Estimate was not explicitly stated, but based on previous analyses, it is expected to fall within a moderate range, indicating reasonable predictive accuracy.

ANOVA Results revealed that the overall model is statistically significant, with an F-statistic of 20.139 and a p-value of 0.000, confirming that the predictors jointly have a meaningful impact on administrative effectiveness. The high F-value indicates that the model significantly explains the variance in the dependent variable, rejecting the null hypothesis at the conventional alpha level of 0.05.

According to regression coefficients and contribution of predictors, computer self-efficacy has the stronger individual influence on administrative effectiveness, with a B-value of 1.102. This suggests that for every unit increase in computer self-efficacy, administrative effectiveness improves by 1.102 units, holding organizational culture constant. This finding reinforces the importance of secretaries' confidence in their ability to use computer technologies effectively for their administrative roles.

Organizational culture also significantly influences administrative effectiveness, with a B-value of 0.630. This indicates that for each unit increase in organizational culture (e.g., improved shared values, norms, and practices), administrative effectiveness increases by 0.630 units, holding computer self-efficacy constant. Although its impact is less

pronounced than computer self-efficacy, organizational culture plays a crucial role in shaping the environment where secretaries can thrive.

The analysis highlights the synergistic effect of organizational culture and computer self-efficacy on administrative effectiveness. While both factors independently contribute to effectiveness, their combined influence is greater and statistically significant. This indicates that creating a supportive organizational culture—where secretaries feel valued, empowered, and motivated, while simultaneously fostering their computer self-efficacy, leads to enhanced performance.

In conclusion, the null hypothesis (H03) is rejected because the combined influence of organizational culture and computer self-efficacy on administrative effectiveness is statistically significant. These results suggest that secretaries' effectiveness in public polytechnics can be greatly enhanced by investing in initiatives that strengthen both their computer-related skills and their working environment.

4.4 Discussion of Findings

According to the data presented in response to the first research question, the level of administrative effectiveness among secretaries in public polytechnics in Oyo State, Nigeria, based on a sample of 149 respondents, show a mean score of 3.31. This indicates a moderately high level of administrative effectiveness, reflecting generally positive perceptions among the secretaries. The standard deviation of 37.1% suggests that there is relatively low variability in responses, meaning the ratings are closely clustered around the mean. This means that secretaries in public polytechnics in Oyo State agreed that their performance is above average, though, there is need for improvement. This finding is relatable and supported by a study conducted on secretaries in the Oyo State Civil Service.

The civil service study, which involved 600 secretarial staff and their superiors, employed stratified sampling to assess effectiveness¹. Both studies highlight high performance in administrative roles, with a strong emphasis on task and relationship orientation contributing to overall effectiveness. This consistency across different settings reinforces the perception of secretaries as effective in managing administrative responsibilities within the public sector in Oyo State

The findings on the administrative effectiveness of secretaries in public polytechnics in Oyo State show parallels with a study on factors contributing to effective mobile learning (M-Learning) in universities². Both studies emphasize the significance of self-efficacy and ease of task execution as essential components of effectiveness in their respective contexts. While the polytechnic study highlights task orientation and relationship management as key to administrative success, the M-Learning study underscores similar factors in optimizing educational practices. Together, these studies reinforce the importance of developing individual competencies and creating supportive environments to enhance overall effectiveness across diverse professional and educational settings.

The findings also aligned with insights from a study on the effects of Information and Communication Technology (ICT) on administrative efficiency at Tamale Technical University. Both studies highlight the importance of adopting efficient tools and practices to enhance administrative roles, with ICT being a significant contributor to improved workflow and reduced paperwork in the Tamale study³. Similarly, the Oyo State study underscores high task and relationship orientation as critical factors for effectiveness, which could be further strengthened by integrating ICT solutions. Together, these findings emphasize the value of leveraging technology and capacity-building initiatives to optimize administrative performance in educational institutions.

The research question two on the prevalent organization culture in public polytechnics in Oyo State has average score for Artefacts, Espoused values and Basic Underlying assumption drawn from a sample of 149 respondents on a 1 to 4 scale. The mean scores for each variable show that Basic Underlying Assumptions is the most significant aspect of organizational culture in public polytechnics, with a mean score of 3.27, higher than that of Artefacts (mean = 3.18) and Espoused Values (mean = 3.10). The weighted mean for the prevalent Organizational Culture across all three components is 3.18. This suggests that respondents view underlying assumptions as the most prominent cultural element within these institutions, indicating a strong emphasis on core values and beliefs that guide organizational behavior. This finding is in line with findings from research on organizational culture, work environment, and job performance in federal tertiary institutions in Niger State⁴. Both studies underscore the significant role of organizational culture in shaping administrative environments and influencing job performance. The Oyo State study identifies basic underlying assumptions, artefacts, and espoused values as key contributors to a positive culture, while the Niger State study highlights shared values, effective communication, and collaboration as drivers of improved performance. Together, these findings emphasize the importance of fostering strong organizational cultures to enhance administrative efficiency and job satisfaction in educational institutions.

The study is also aligned with a literature reviewed on the influence of soft skills competence (SSC) and organizational culture (OC) on innovative work behaviour (IWB) among marine lecturers in Indonesia⁵. Both studies highlight the critical role of organizational culture in shaping positive outcomes, with the Oyo State study emphasizing artefacts, espoused values, and underlying assumptions as key elements of a positive administrative environment. Similarly, the Indonesian study underscores the

significance of organizational culture, alongside SSC, in fostering innovation, suggesting that shared values and collaborative environments enhance effectiveness and creativity. Together, these findings emphasize the interconnectedness of culture, skill development, and performance in driving innovation and administrative success in diverse educational contexts.

The findings of organizational culture in public polytechnics in Oyo State aligns with findings from a study examining the alignment of organizational culture to enhance managerial effectiveness of academic leaders⁶. Both studies underscore the critical role of organizational culture in shaping institutional environments, with the Oyo State study emphasizing artefacts, espoused values, and basic underlying assumptions as contributors to a positive administrative climate. Similarly, the other study highlights how a strong organizational culture positively influences managerial effectiveness, which, in turn, enhances employee engagement and retention. These findings collectively emphasize the importance of cultivating a robust organizational culture to strengthen leadership effectiveness and foster a more engaged and committed workforce in educational institutions.

Research question three looked at the level of computer self-efficacy in public polytechnics in Oyo State. The data shows that secretaries generally exhibit a high level of effectiveness, with mean scores of 3.51 for Mastery Experience, 3.80 for Vicarious Experience, and 3.85 for Persuasive Experience. These mean values indicate that the respondents consistently rated their experiences positively, particularly in the areas of Vicarious and Persuasive Experience, which had the highest average scores. The weighted mean for the level of Computer Self-Efficacy across all three components is 3.72. This high score indicates that respondents generally feel confident and capable in using

computer technologies for administrative tasks. Social persuasion, mastery experience, and vicarious learning significantly contribute to their computer self-efficacy, reflecting a strong belief in their ability to leverage technology effectively in their work environment. This suggests that the level of computer self-efficacy of secretaries in public polytechnics in Oyo State is quite high, though, there is need for improvement. These findings are parallel to the findings from a study on the impact of organizational culture and computer self-efficacy on knowledge sharing⁷. Both studies emphasize the importance of computer self-efficacy, with the Oyo State study highlighting mastery experience and social persuasion as key dimensions that enhance administrative effectiveness. Similarly, the second study demonstrates that higher levels of computer self-efficacy significantly improve knowledge sharing and administrative efficiency, particularly when supported by a strong organizational culture. Together, these findings underscore the interplay between computer skills and organizational culture in fostering efficiency, knowledge exchange, and job performance in diverse professional settings.

The analysis of findings of computer self-efficacy on the administrative effectiveness of secretaries in public polytechnics in Oyo State correlates with findings from a study on factors influencing students' utilization of Learning Management Systems (LMS)⁸. Both studies underscore the critical role of self-efficacy, with the Oyo State study highlighting mastery experience, vicarious experience, and social persuasion as key dimensions that enhance secretaries' administrative performance. Similarly, the LMS study reveals that perceived self-efficacy significantly impacts students' ease of use and the overall effectiveness of LMS adoption, alongside technical support and instructional design. These findings collectively emphasize the importance of building confidence in technological capabilities to enhance efficiency and effectiveness in both administrative and educational settings.

This study aligns with the findings of a literature review that examined computer-based assessments of collaborative problem-solving skills, comparing human-to-agent (H-A) and human-to-human (H-H) approaches, as well as research and innovation methods⁹. Both studies highlight the importance of confidence in computer-related skills, with the Oyo State study emphasizing mastery and social persuasion as factors enhancing administrative performance. Similarly, the collaborative problem-solving study underscores how human-to-agent (H-A) settings improve key skills like shared understanding and feedback, demonstrating the potential of technology to standardize and enhance collaborative processes. These findings collectively emphasize the transformative role of technology and self-efficacy in fostering effective performance in both administrative and educational contexts.

The findings of null hypothesis one posited that certain elements of organizational culture, specifically Artefact and Espoused Values, do have a significant impact, contradicting the hypothesis. Though, the non-significant influence of Basic Underlying Assumptions indicates that not all cultural components are equally impactful in this context. Therefore, while organizational culture does influence administrative effectiveness, its impact varies depending on the specific cultural elements considered. This finding corresponds with a study which was conducted to explore the impact of organizational culture within a senior high school setting¹⁰. Both studies emphasize the significant impact of organizational culture on institutional effectiveness, with the Oyo State study revealing that the dimensions of artefacts and espoused values influence administrative outcomes. Similarly, the Batam City study highlights how leadership and organizational culture shape the organizational climate, which, in turn, affects governance and educational outcomes. Together, these studies underscore the importance of cultivating a supportive

organizational culture to enhance leadership effectiveness and institutional performance in educational settings.

In a related study, the role of organizational culture in the effectiveness of school organizations was also in support of the findings¹¹. Both studies highlight the significant impact of organizational culture on institutional performance, with the Oyo State study emphasizing the influence of artefacts and espoused values on administrative effectiveness. This research examined the existing body of literature on the influence of organizational culture within Indonesia's education system, focusing on its impact on school effectiveness. The study utilized data from national journals discussing organizational culture, which was systematically reviewed and analyzed through qualitative content analysis. The findings, based on four key literature sources, emphasized the significant role of organizational culture in enhancing school effectiveness. It stressed the need for a positive organizational culture characterized by discipline, responsibility, honesty, and a proactive problem-solving attitude to create effective educational institutions that can nurture future leaders¹¹.

Another literature review which focused on the relationship between organizational culture and organizational performance also corroborated the findings. Both studies highlight the critical role of organizational culture in enhancing effectiveness, with the Oyo State study identifying artefacts and espoused values as key dimensions influencing administrative outcomes. Similarly, the empirical review highlighted the importance of organizational culture in influencing performance and sustainability, drawing on the works of scholars^{12,13,14}. The study reviewed relevant literature on how organizational culture significantly impacts performance, employing qualitative content analysis to identify recurring themes. The findings suggested that a strong organizational culture,

marked by clear work ethics, shared values, consistency, adaptability, and effective communication, enhances employee commitment and drives improved organizational performance and productivity¹⁵. Together, these findings support the notion that a well-defined and positive organizational culture is essential for fostering administrative effectiveness and overall institutional success.

Further research which examined the impact of organizational culture on the effectiveness of public higher educational institutions in Ethiopia as well supported this finding. Both studies emphasize the significant influence of organizational culture on institutional effectiveness, with the Oyo State study highlighting the importance of artefacts and espoused values in enhancing administrative outcomes. Similarly, the Ethiopian study explored the relationship between institutional culture and organizational effectiveness in selected public universities through a cross-sectional survey. Data were gathered using the Organizational Culture Assessment Instrument (OCAI) and the Academic Organizational Effectiveness Scale for Universities (AOSECU), involving 600 subordinates and 160 supervisors. The analysis, which utilized correlation and multiple regression methods, revealed that public universities predominantly exhibited a hierarchy culture, while organizational effectiveness was mainly linked to academic-focused areas. The study found that clan and hierarchy cultures had significant relationships with various aspects of organizational effectiveness, with clan culture positively influencing academic and morale domains, whereas hierarchy culture showed a weak but negative relationship with academic effectiveness¹⁶. Together, these studies reinforce the idea that specific cultural dimensions within an organization can have a direct impact on both administrative and academic effectiveness in educational institutions.

Research Hypothesis two which states that there will be no significant influence of computer self-efficacy on administrative effectiveness of secretaries in public polytechnics in Oyo State, Nigeria was rejected due the analysis that shows a moderate influence between the predictors (Mastery Experience, Social Persuasion, and Vicarious Experience) and the dependent variable, with 15.5% of the variance explained by the model after adjustments. The model is statistically significant, indicating that the predictors collectively impact the dependent variable. Among the predictors, Mastery Experience and Social Persuasion are significant, meaning they have a meaningful influence on the dependent variable, while Vicarious Experience has a weaker, marginally significant effect.

This result is in line with a study aimed to determine the link between computer self-efficacy and computer usage. Both studies emphasize the significant role of computer self-efficacy in influencing performance, with the Oyo State study highlighting the importance of mastery experience and social persuasion in enhancing administrative effectiveness. Similarly, the study used a quantitative research design to explore the impact of pre-service teachers' computer self-efficacy on their computer usage. Data were gathered through a structured five-point Likert scale questionnaire administered to 400 pre-service teachers selected via simple random sampling from a population of 4,000. Out of the 400 selected, 332 responses were successfully collected, resulting in an 83% response rate. The research instrument included constructs from the Technology-Acceptance Model, such as demographic influence, social influence, basic computer skills, access to computers, perceived ease of use, perceived usefulness, computer self-efficacy, and actual computer use. Data analysis, using PLS-SEM with SmartPLS software version 3.0, revealed that all identified factors significantly influenced computer self-efficacy, accounting for 73.7% of its variance. Additionally, the explanatory variables

accounted for 45.4% of the variance in perceived usefulness and 66.5% in perceived ease of use. The model explained 60.6% of the variance in computer use. To improve pre-service teachers' computer self-efficacy, the study recommends ensuring access to computers, reliable connectivity, and technical support within higher education institutions¹⁷. Together, these studies underscore the critical role of building self-efficacy and providing necessary resources to enhance both administrative effectiveness and technology usage in educational settings.

Another research work investigated the adoption of mobile enterprise resource planning (ERP) in an educational environment is also in line with this finding, focusing on computer self-efficacy and system security¹⁸. Both studies highlight the significant role of computer self-efficacy in influencing system usage and effectiveness. In the Oyo State study, mastery experience and social persuasion were key factors in enhancing administrative effectiveness, while the mobile ERP study found that computer self-efficacy, along with system security, significantly impacted the intention to use ERP systems within a university setting. The study examined how computer self-efficacy and system security influence this intention. Mobile ERP, which integrates core business functions, has become popular due to benefits such as real-time data access and increased productivity. Despite its growing use, there is a lack of studies on its adoption in traditional ERP settings. Using an updated DeLone and McLean IS success model with three quality factors, plus system security and computer self-efficacy, this study aimed to understand mobile ERP adoption. The research involved 347 university students, and structural equation modeling (SEM) showed that service quality, system security, and computer self-efficacy significantly affect the intention to use mobile ERP. Together, these studies emphasize that building computer self-efficacy is crucial for improving both

administrative effectiveness and the adoption of new technological systems in educational settings.

The findings of a study on computational self-efficacy and information skills among postgraduate students in administration during the COVID-19 pandemic is also in tandem with the findings of this study. Both studies emphasize the importance of self-efficacy, with the Oyo State study highlighting mastery experience and social persuasion as key factors in enhancing administrative effectiveness, while the pandemic study assessed the levels of computational self-efficacy and information skills and their relationship to academic performance during the pandemic. Using a quantitative approach with a correlational scope, the study targeted graduate students in administration. Two questionnaires with a five-point Likert scale were used. Findings showed that, during confinement, students frequently used laptops for three or more hours daily with a stable internet connection. The average computational self-efficacy was 4.55, indicating a high level, with women showing greater emphasis¹⁹. The average information skills level was 4.00, suggesting consistent engagement in information-seeking actions to support distance education during confinement which also testifies to hypothesis two. Both studies suggest that individuals with higher self-efficacy are more confident in their ability to utilize technology effectively, which in turn enhances their performance in both administrative and academic settings. The correlation between these studies reinforces the critical role of self-efficacy in adapting to technological challenges and improving outcomes, particularly in educational environments.

Another finding of a study that explored the effects of computer anxiety and self-efficacy on L2 learners' self-perceived digital competence and satisfaction in higher education also validate the rejection of this hypothesis²⁰. Both studies demonstrate that high levels of

computer self-efficacy significantly enhance performance, with the Oyo State study showing its impact on administrative effectiveness and the L2 learner study indicating a positive relationship with learner satisfaction. Within contemporary digital learning environments, low Computer Anxiety (CA) and High Computer Self-Efficacy (CSE) are crucial for academic success. This study examined these factors in 331 undergraduate L2 learners in an English for Specific Purposes course at a higher education institution in Greece. Using a quantitative design, data were collected through surveys on digital literacy skills, learner satisfaction, computer anxiety, and self-efficacy. The analysis revealed satisfactory digital literacy skills and high satisfaction with the online course. Female participants had lower CA and higher CSE. CA was the primary predictor of digital literacy skills, while CSE significantly influenced learner satisfaction, increasing IT use and positive course attitudes. The studies collectively highlight the importance of fostering a strong sense of self-efficacy in technology use, as it directly influences both engagement and effectiveness in digital environments.

Findings of another study that examined the relationship between abusive management, self-efficacy, and organizational performance in the context of human-machine interaction technology and artificial intelligence, with the effect of ergonomics also corroborated the rejection of this hypothesis²¹. Both studies highlight the significant role self-efficacy plays in influencing performance outcomes, whether in administrative tasks for secretaries or in the context of job performance within organizations using artificial intelligence. This research investigated how abusive management and self-efficacy affect corporate performance with artificial intelligence-based human-machine interaction technology. Surveys were administered to 578 participants in international companies across Turkey, Taiwan, Japan, and China. After evaluation, data from 493 participants

were used. The study employed a back propagation (BP) neural network model to explore abusive management and self-efficacy impacts. Real estate businesses were used as a case study, and the study proposed a BP neural network-based employee job satisfaction evaluation model. Findings revealed effective human-machine interface functionality based on employee instructions, with significant differences in perceptions of abusive management and self-efficacy related to job performance, especially regarding age and education ($p < 0.01$). The study concluded that artificial intelligence-based human-machine interaction technology, along with abusive management and self-efficacy, directly affects enterprise performance and employee satisfaction. In both cases, self-efficacy, particularly through mastery experiences and social persuasion, is identified as a critical factor in enhancing effectiveness and satisfaction.

Furthermore, another study examined the role of 'potential self-efficacy' on e-learning effectiveness: a gender-specific moderated mediation model is also in line with the findings of this study²². Both studies draw on Bandura's self-efficacy theory, emphasizing that individuals' beliefs in their ability to perform tasks, whether administrative duties or e-learning tasks, significantly enhance their effectiveness. The study investigated PSE's mediating role in the impact of an e-learning system on effectiveness and the moderating influence of gender on this relationship. Findings showed that the indirect effect of the e-learning system on effectiveness through PSE is more pronounced for male students compared to female students. These insights can help MOOC providers tailor e-learning components to enhance students' efficacy in both academic and professional settings, ensuring equal perceptibility across genders.

Similarly, findings of another study that examined the moderating roles of technological self-efficacy and time management in the relationship between technostress and employee

performance through burnout also back the finding of this study²³. Both studies highlight the critical role of self-efficacy in enhancing work performance, with the Oyo State study showing that computer self-efficacy positively impacts administrative effectiveness. Similarly, the study on technostress addressed gaps in research on the indirect effects of extensive technology use on work performance and the role of moderators in technostress. The sample, randomly selected from civil-servant unions and chamber of commerce subsidiaries in northwest Turkey, resulted in 328 returned questionnaires out of 500 distributed. Partial Least Squares Structural Equation Modeling (PLS-SEM) was used for hypothesis testing. Findings supported all hypotheses, indicating that technological self-efficacy and time management can mitigate technostress and burnout, with implications for theory and practice. Despite the cross-sectional nature of the data limiting causality, the study highlights the importance of addressing technostress and offers insights into potential interventions such as time-management strategies to improve employee well-being and performance. Both studies emphasize the need for interventions, such as strengthening self-efficacy through mastery experiences and support, to improve overall job performance and mitigate the negative effects of technology-related stressors.

Hypothesis three which states that there will be no combined significant influence of organizational culture and computer self-efficacy on administrative effectiveness of secretaries in public Polytechnics in Oyo State, Nigeria was rejected because F-statistic from the analysis was 20.139, with a p-value of .000 and the p-value is significantly lower than the conventional alpha level of 0.05. This result indicates that the combined influence of organizational culture and computer self-efficacy on administrative effectiveness is statistically significant. Therefore, we conclude that there is a meaningful combined influence of these factors on the administrative effectiveness of secretaries in

public polytechnics in Oyo State, Nigeria. This result is in tandem with a study that investigated the influence of Organizational Culture on Secretaries Job Effectiveness in the Oyo State Civil Service¹. Both studies highlight the significant impact of organizational culture on job effectiveness, demonstrating that a supportive and aligned culture enhances employees' performance. Adapted research instruments were administered on a selected sample for this study. The sample constituted 600 Secretarial staff and their superior officers in the Oyo Civil Service. The findings of the study revealed that there was a relationship among organizational culture and job effectiveness of secretaries. The result showed that there were differences in the levels of job effectiveness of secretaries in relation to the organizational culture in the civil service of Oyo State. Together, these studies underscore the importance of fostering a positive organizational culture and empowering employees with the necessary self-efficacy to improve performance and job satisfaction.

This finding is also in line with the finding of a study that examined the impact of organizational culture, work environment, and job performance among secretaries in Federal Tertiary Institutions in Niger State, Nigeria⁴. Both studies emphasize the significant role of organizational culture in enhancing job effectiveness or performance. While the Niger State study highlights the joint influence of organizational culture and work environment, the polytechnic study similarly demonstrates that organizational culture, in combination with computer self-efficacy, significantly contributes to administrative effectiveness. A cross-sectional survey research design was employed, involving a total of 165 secretaries from the selected institutions. Data were collected using a validated questionnaire, with a reliability coefficient ranging from 0.609 to 0.754. Descriptive and inferential statistics were used for analysis. The results indicated that organizational culture had a strong positive and statistically significant effect on job

performance (Adj $R^2 = 0.597$; $p = 0.000$). Similarly, the work environment also had a strong positive and statistically significant impact on job performance (Adj $R^2 = 0.270$; $p = 0.000$). Combined, both organizational culture and work environment had a significant influence on the job performance of secretaries (Adj $R^2 = 0.577$; $p = 0.000$). The study concluded that both organizational culture and the work environment play a crucial role in determining the job performance of secretaries in Federal Tertiary Institutions in Niger State, Nigeria. Both findings underscore the importance of fostering a positive organizational culture and providing adequate self-efficacy support to improve both job performance and administrative effectiveness among secretaries.

Also, a study on Impact of organizational culture and computer self-efficacy on knowledge sharing also substantiated the rejection of the null hypothesis⁷. Both studies highlight the significant role that organizational culture and computer self-efficacy play in enhancing performance, whether in terms of administrative effectiveness or knowledge-sharing behaviours. The study gathered 343 valid responses from ERP users across 115 firms and employed structural equation modeling to test the model. The findings reveal that a hierarchical culture, which emphasizes efficiency and uniformity, positively affects employees' explicit knowledge sharing, while a group culture, which focuses on trust and belonging, enhances employees' tacit knowledge sharing. This relationship is fully mediated by employees' computer self-efficacy. Additionally, computer self-efficacy partially mediates the impact of rational culture on knowledge sharing. The study provides practical guidelines for top managers to improve employees' computer self-efficacy and foster knowledge-sharing behaviors by developing the appropriate type of organizational culture. By elucidating the mediating role of computer self-efficacy, this research contributes valuable insights to knowledge management within the realm of enterprise systems. Both results underscore the critical importance of fostering both a

supportive organizational culture and high levels of computer self-efficacy to improve workplace outcomes, whether in administrative effectiveness or knowledge management.

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Chapter Five

Conclusion

This chapter presents and discusses the summary of findings, conclusions and provide useful recommendation, contribution to knowledge and suggestion for further studies.

5.1 Summary of Findings

The aim of the study was to investigate the influence of organizational culture, computer self-efficacy on administrative effectiveness of secretaries in public polytechnics in Oyo State. The data generated were sorted, coded and analyzed to establish the statistical significance of the influence of organizational culture and computer self-efficacy on administrative effectiveness of secretaries in public polytechnic in Oyo State and final rejection of the hypotheses were made. From the interpretation of analyses of data

collected and findings of the study, the following can be summed up as main empirical findings of this study:

1. The level of administrative effectiveness of secretaries in public polytechnics in Oyo State is moderately high
2. The most prevalent culture in the public polytechnics in Oyo State is basic underlying assumptions, follow by artefacts and then espoused values
3. The level of computer self-efficacy on administrative effectiveness of secretaries in public polytechnics in Oyo State is moderately high
4. Organizational culture has a significant positive influence on administrative effectiveness of secretaries in public polytechnics in Oyo State;
5. Computer self-efficacy most especially, mastery experience and social persuasion have a significant positive influence on administrative effectiveness of secretaries in public polytechnics in Oyo State.
6. Both organizational culture and computer self-efficacy have a meaningful combined influence on administrative effectiveness of Secretaries in public Polytechnics in Oyo State.

5.2 Conclusion

The research concluded that organizational culture and computer self-efficacy have a great influence on administrative effectiveness of secretaries in public polytechnics in Oyo State. According to the data gathered from the secretaries in all departments of the investigated institutions revealed that administrative effectiveness of secretaries is very key and germane to effective administration of these institutions.

The data also revealed that organizational culture, particularly basic underlying assumption and artefacts play prominent roles in determining administrative effectiveness.

Therefore, enhancing the tangible aspect of organizational culture and reinforcing core beliefs and values are crucial for improving administrative effectiveness.

Additionally, the study also concluded that computer self-efficacy particularly through mastery experience and social persuasion, does have a significant positive influence on the administrative effectiveness of secretaries in public polytechnics in Oyo State, Nigeria. Lastly, the study also concluded that both organization culture and computer self-efficacy are very predictors of administrative effectiveness of secretaries in the public polytechnics in Oyo State.

5.3 Recommendations

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

1. Given the moderate level of administrative effectiveness observed among secretaries, it is crucial for polytechnic management to provide continuous professional development opportunities. These should focus on improving time management, communication, and decision-making skills to further enhance the secretaries' effectiveness in their roles.
2. The study established that organizational culture has a significant impact on administrative effectiveness. Polytechnic administrators should promote a supportive and collaborative work environment that encourages innovation, recognition, and professional growth. This can be achieved through regular staff engagement initiatives, clear communication of institutional values, and the establishment of a feedback culture.
3. The level of computer self-efficacy among secretaries has a substantial influence on their administrative effectiveness. It is recommended that polytechnics invest in regular and advanced IT training programs tailored to the needs of secretaries. Ensuring that secretaries are proficient in the latest office software and technology

will not only boost their confidence but also improve their efficiency and productivity.

4. Since the study showed that organizational culture, especially artefacts and basic underlying assumptions, significantly impacts the administrative effectiveness of secretaries, polytechnics management should focus on strengthening key elements of the culture, particularly artefacts and basic underlying assumptions. This can be achieved by promoting transparent communication of institutional values, reinforcing visible symbols and artefacts that reflect positive organizational values, and encouraging teamwork and collaboration among secretaries
5. The research found that computer self-efficacy, particularly through mastery experience and social persuasion, has a substantial influence on secretaries' administrative effectiveness. Therefore, polytechnics management should invest in continuous ICT training for secretaries, focusing on advanced use of office tools and emerging technologies. Mentorship programs, where experienced secretaries assist others in building their technical confidence, should also be encouraged. Peer learning and a supportive environment for skill development can further enhance computer self-efficacy, leading to greater overall administrative efficiency
6. The combined influence of organizational culture and computer self-efficacy was shown to significantly improve administrative performance. To maximize this synergy, polytechnic administrators should integrate information technology (IT) training with organizational culture initiatives. For example, aligning IT training with institutional values can create a cohesive environment where secretaries not only gain technical proficiency but also work in ways that support the polytechnic's broader goals.

5.4 Contributions to Knowledge

This study makes notable contributions to the literature conceptually, theoretically, and empirically. Conceptually, it addresses gaps in existing research related to organizational culture, computer self-efficacy, and administrative effectiveness. The conceptual framework developed by the researcher bridges these gaps, combining independent variables (Organizational Culture and Computer Self-Efficacy) with the dependent variable (Administrative Effectiveness) through a model that integrates relevant constructs. This model offers a valuable framework that can be adapted for future studies.

Theoretically, the study reinforces William Reddin's Three-Dimensional Theory by adapting its measures of administrative effectiveness, emphasizing the importance of balancing competency demands to achieve desired outcomes. This theory serves as a relevant lens for assessing administrative practices across various organizational contexts. Similarly, Schein's theory is strengthened by its application in understanding how organizational culture—encompassing artifacts, espoused values, and underlying assumptions—enhances administrative effectiveness and overall organizational performance. Bandura's Self-Efficacy Theory is also reinforced, as the study illustrates how beliefs about one's ability to use computers influence motivation and effective computer use.

Empirically, the study contributes to the existing literature on the interactions between organizational culture, computer self-efficacy, and administrative effectiveness. As Nigeria continues to integrate international office applications within its local context, this research provides valuable insights into how organizations align their corporate culture with the surrounding community and national values. The findings from the three null hypotheses tested in the study serve as a reference point for future research in these

areas. Overall, the study offers significant contributions to knowledge and has practical implications for the management of public polytechnics in Oyo State, Nigeria.

5.5 Suggestion for Further Studies

The study focused on influence of organization culture and computer self-efficacy on administrative effectiveness of secretaries in public polytechnics in Oyo State, Nigeria. Nevertheless, to further broaden the frontiers of knowledge, the following areas of studies are suggested for further research.

1. Organizational Culture, Computer Self-Efficacy, and Job Satisfaction as Predictors of Administrative Effectiveness in Nigerian Tertiary Institutions. This topic extends the research to other tertiary institutions like universities, private polytechnics, and colleges of education, providing a broader scope. Additionally, by including job satisfaction as an independent variable, this study investigates how both organizational culture and computer self-efficacy influence secretaries' satisfaction in their jobs and how this affects administrative effectiveness
2. Organizational Culture, Technological Infrastructure, and Computer Self-Efficacy as Determinants of Administrative Effectiveness in Public Polytechnics. This topic introduces technological infrastructure as an additional independent variable, which could have a significant impact on administrative effectiveness. The focus on technological infrastructure would provide insights into how the availability and quality of technology in polytechnics impact both self-efficacy and overall job effectiveness.
3. Personality Traits, Work Experience, Team Dynamics, and Communication Efficiency as Predictors of Administrative Effectiveness in Nigerian Public Polytechnics. This topic would expand the research to include individual factors (like personality traits and work experience) and team dynamics (such as

collaboration and communication). The addition of communication efficiency as another key predictor makes this a more holistic study, as it covers both personal attributes and group interactions. This broader scope would offer a more nuanced understanding of how different factors contribute to the administrative effectiveness of secretaries in polytechnics, considering interpersonal skills alongside organizational factors.

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Appendix I

Lead City University

Faculty of Communication and Information Sciences (FCIS)

Department of Information Management

Dear Respondent,

I am a Master's student of the above named institution gathering data for the purpose of academic research on the topic "Organizational Culture, Computer Self-Efficacy and Administrative Effectiveness of Secretaries in Public Polytechnics in Oyo State, Nigeria. To achieve this, your optimum cooperation is needed. All responses will be kept confidential and use for research purpose only. Kindly provide a response that appropriately reflects your personal opinion about the issues under investigation as it affects your organization.

Thank you.

Fasipe Oluyemisi Omowumi

SECTION A: DEMOGRAPHIC INFORMATION

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

1. Name of Institution: _____
2. Gender: Male (), Female ()
3. Age: 20 – 25(), 26 – 30(), 31 – 35(), 36 – 40(), 41 – 45(), 46 and above ()
4. Qualification: Ordinary Training Certificate(), OND (), HND (), BSc(), MSc()
5. Work Experience: a. less than 5(), b. 5 – 10 (), c. 11 – 20(), d. 21 - 30(), e. 31 and Above ().
6. Job Level: Junior (), Middle (), Senior ()
above (),

SECTION B: Level of administrative effectiveness of secretaries in public Polytechnics in Oyo State, Nigeria?

The statement in this section is concerned with administrative effectiveness of secretaries as observed by the selected polytechnics.

Using the four-point Likert scale provided below. Please tick the appropriate choice that indicate your opinion on level of performance in your institution.

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

S/N	Please indicate your level of agreement with the following	VH 4	H 3	L 2	VL 1
	Task Orientation				
1	Administrative tasks are fulfilled efficiently				
2	I have exceptional skill in carrying out the task assigned				
3	Tasks are prioritize based on their urgency				
4	Error-free documents and reports are consistently produced				
5	My organizational skills contribute to a smooth and efficient office operation.				
	Relationship Orientation				

6	Relevant information are conveyed to the stakeholders				
7	Building and maintaining positive relationships with colleagues and superiors				
8	Interpersonal relationships influence the overall effectiveness				
9	The communication skills contribute positively to the overall effectiveness of administrative tasks				
10	Seeking feedback to improve task performance				
	Overall Effectiveness				
11	Effectively resolve challenge				
12	Providing solutions to problems encountered				
13	Problem-solving abilities significantly contribute to the overall effectiveness				
14	Training and development enhance overall efficiency				
15	Effective time management skills influence the overall effectiveness				

SECTION C: Prevalent organizational culture in the Public Polytechnics in Oyo State?

The statement in this section is concerned with the influence of organizational culture on administrative effectiveness of secretaries as observed by the selected polytechnics.

Using the four-point Likert scale provided below, please tick the appropriate choice that indicate your opinion on level of performance in your institution.

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

S/N	Please indicate your level of agreement with the following	SA 4	A 3	D 2	SD 1
	Artefacts				
1	The visible symbols reflect a positive organizational culture				
2	Artefacts effectively communicate the values and expectations				

3	Disconnection between organizational artefacts and the administrative work environment				
4	The visible elements and artefacts contribute to a vibrant administrative atmosphere				
5	Artefacts play a minimal role in shaping the administrative environment				
	Espoused Values				
6	The espoused values align with creating a positive and efficient administrative environment				
7	The stated values effectively guide the behaviour and interactions within the administrative work environment				
8	Noticeable discrepancy between the espoused values and the actual administrative practices				
9	The shared values contribute significantly to a sense of purpose and effectiveness in administrative tasks				
10	Inadequate organizational values that would positively impact administrative effectiveness				
	Basic Underlying Assumptions				
11	The fundamental assumptions and beliefs create a positive administrative environment				
12	Identify and resonate with the core beliefs and assumptions that underlie the organizational culture				
13	The basic underlying assumptions foster trust and collaboration in shaping the administrative environment				
14	Disconnection between the fundamental assumptions and the actual administrative work environment				
15	The basic underlying assumptions contribute minimally to the administrative environment				

SECTION D: Level of computer self-efficacy in public Polytechnics in Oyo State?

The statement in this section is concerned with the influence of computer self-efficacy on administrative effectiveness of secretaries as observed by the selected polytechnics.

Using the four-point Likert scale provided below, please tick the appropriate choice that indicate your opinion on level of performance in your institution.

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

S/N	Please indicate your level of agreement with the following	VH 4	H 3	L 2	VL 1
	Mastery Experience				
1	Confident in using computer technologies to perform administrative tasks				
2	My confidence in using computers positively influences my administrative effectiveness				
3	Self-assured in my ability to handle computer-related tasks required for effective administration				
4	My computer self-efficacy skills determine my success in performing administrative duties.				
5	Enhancing my computer self-efficacy is essential for continuous improvement				
	Vicarious Experience				
6	Observing colleagues enhances my confidence in utilizing the skills for administrative tasks				
7	Learning from others' experiences improve my computer applications usage				
8	Successful experiences of co-workers with computer-related tasks motivate my improvement in computer skills				
9	Observing others efficiently managing administrative tasks influences my own approach to similar tasks				
10	Learning from colleagues with computer skills positively affects my performance in utilizing computer technologies				
	Social Persuasion				
11	Encouragement from colleagues and supervisors positively influence my confidence in utilizing computer technologies for administrative tasks				
12	The support and guidance provided by colleagues and supervisors influence overcoming challenges related to computer usage				
13	Encouragement and support received from colleagues and supervisors regarding computer proficiency is				

	beneficial				
14	Social persuasion efforts aimed at enhancing computer self-efficacy are valued				
15	Persuasion from peers and supervisors on the importance of computer skills has impact on my willingness to enhance computer self-efficacy				

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Appendix II

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Appendix III

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Appendix IV

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University Compliance Certification

This is to certify that this thesis written by Oluyemisi Omowumi FASIPE with matriculation No. LCU/PG/004029 in the Department of Information Management of the Faculty of Communication and Information Sciences, Lead City University, Ibadan is in full compliance with the approved University format and style.

Signature

Date

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