

# **INTERNATIONAL JOURNAL OF OFFICE ADMINISTRATION AND INFORMATION MANAGEMENT (IJOAIM)**

**Vol. 3 Issue 1, April 2023**

**ISSN: 2955-1269 (Print) and ISSN: 2955-1277 (Online)**



***An official publication of the National Institute of Office  
Administrators and Information Managers (NIOAIM)***

# **INTERNATIONAL JOURNAL OF OFFICE ADMINISTRATION AND INFORMATION MANAGEMENT (IJOAIM)**

**Vol. 3 Issue 1, April 2023**

ISSN: ISSN: 2955-1269 (Print) and ISSN: 2955-1277 (Online)

An official publication of the National Institute of Office Administrators  
and Information Managers (NIOAIM)



**INTERNATIONAL JOURNAL OF OFFICE ADMINISTRATION AND  
INFORMATION MANAGEMENT (IJOAIM)**

ISSN: 2955-1269 (Print) and ISSN: 2955-1277 (Online)

An official publication of the **National Institute of Office Administrators and  
Information Managers (NIOAIM)**

**Vision Statement**

Rebranding practitioners for recognition, respect and excellence

**Mission Statement**

To promote knowledge, skills and experiences of members by conducting qualifying examinations, organizing seminars, workshops and conferences for rebranding practitioners in the field of Office and Information Management as well as Office and Technology Management.

## **The Editor-in-Chief**

**International Journal of Office Administration and Information Management (IJOAIM)**

**An official publication of the National Institute of Office Administrators and Information Managers (NIOAIM)**

**NIOAIM Secretariat, Department of Information Management**

Lead City University, Ibadan, Nigeria

E-mail: [ijoaimpapers@gmail.com](mailto:ijoaimpapers@gmail.com), [nioaiminfo@gmail.com](mailto:nioaiminfo@gmail.com), [info@nioaim.org](mailto:info@nioaim.org),

Website: <https://nioaim.org/>

+234-803-060-8685; +234-909-339-2575, +234-907-127-4741,

+234-806-429-7522, +234-816-376-8002

## **Review Procedure**

As soon as the paper is received, the author will get an acknowledgement via email with a reference number. All manuscripts that fall under the journal's general scope will be sent out for at least two double-blind reviews from members of the Editorial Board or other reviewers. The outcome of this review will be communicated to respective authors within 30 days which will contain what to be edited and the stipulated deadline for submission.

## **Accepted Manuscripts**

In order for a manuscript to be published, the author(s) must provide a format-ready copy of the whole document, including any graphs, charts, and tables. Accepted authors will get formatting guidelines as well as copyright information. Each author will get two complimentary copies of the issue. The Journal has copyright protection for every piece printed by IJOAIM. Please direct requests for reprint permission to the Editor-in-Chief.

## **All Right Reserved**

Without the International Journal of Office Administration and Information Management (IJOAIM) prior written consent, no portion of this publication should be translated, reprinted, reproduced, or used in any way, whether in whole or in part, or by any electronic, mechanical, or other means now or hereafter invented, including photocopying or recording, or in any information storage and retrieval system.

## Editorial Board

### Editor-in-Chief

Dr. T. E. Adenekan - Lead City University, Ibadan, Nigeria

### Managing Editor

Prof. G. E. Oyedokun - Lead City University, Ibadan, Nigeria

### Editorial Board Members

Dr. C. B. Iro-Idoro - The Federal Polytechnic Ilaro, Nigeria  
 Dr. S. V. Adeyeye - Lead City University, Ibadan, Nigeria  
 Dr. J. A. Alonge - University of Ibadan, Nigeria  
 Dr. G. B. Babatunde - Member, Chartered Institute of Editing & Proofreading, UK;  
 Mr. O. S. Olugbemi - The Federal Polytechnic Ilaro, Nigeria  
 Mr. T. Jimoh - The Federal Polytechnic Ilaro, Nigeria  
 Mrs. O. E. Ibironke - Lead City University, Ibadan, Nigeria  
 Mr. F. O. Awomuse - Lagos State University of Technology, Lagos, Nigeria  
 Mrs. R. A. Oloye - The Polytechnic Ibadan, Nigeria

### Editorial Advisory Board

Prof. Jide Owoeye - The Council Chairman, Lead City University, Ibadan, Nigeria

### Members

Prof. T. Moloi - University of Johannesburg, South Africa  
 Prof. Jaya Raju - University of Illinois, United States of America  
 Prof. E. A. Erwat - Lead City University, Ibadan, Nigeria  
 Prof. F. Adegbulu - City University of New York-College of Staten Island, USA  
 Prof. Yacob Haliso - Babcock University Ilishan, Ogun State, Nigeria  
 Dr. Lisa J. Hinchiffe - University of Cape Town, South Africa

### Secretary Editorial Board

Mr. Oluwaseye J. Ige - Yaba College of Technology, Yaba, Lagos

## CALL FOR PAPERS

International Journal of Office Administration and Information Management (IJOAIM) is an official publication of the National Institute of Office Administrators and Information Managers (NIOAIM)

### Submission Guidelines

Manuscript submission must be done by one of the authors electronically. Only Ms Word document files are expected to be submitted with a maximum of 20 pages. Manuscripts must be submitted with the understanding that they have not been submitted or published elsewhere. All manuscripts submitted will be subjected to assessment and peer review to ensure technical adequacy and editorial approval. The identities of the peer reviewers are strictly confidential to the authors. The decision to reject any manuscript is at the discretion of the Editorial Board.

### Formatting

**Manuscript Format:** The template to be adopted can be downloaded from the website. Authors should strictly follow this under-listed format:

- a. Title of Article, Author(s) full name (first name, middle name and Surname), affiliation, email address and mobile number.
- b. Abstract should be between 150-250 words with 3 - 5 Keywords.
- c. Full paper should not be more than 20 pages including abstract and references. 1.5-line spacing, font style – Times New Roman, font size – 12.
- d. Tables and figures should be labelled and included where necessary.
- e. References are expected in the 7th Edition of APA style.

International Journal of Office Administration and Information Management (IJOAIM) is a multidisciplinary double-blind peer-reviewed Journal of the National Institute of Office Administrators and Information Managers (NIOAIM). The Journal comprises articles in Office Administration, Administration, Office Management, Management, Records and Information Management, Library and Information Science, Information Resources Management, Health Information Management, Information and Communication Technology (ICT) and other related fields.

The Journal publishes original and quality research articles twice in a year – March and September. Article previously published or simultaneously submitted for publication in

another journal is not allowed. Papers could be submitted by interested authors for consideration all year round. Authors must make sure that the manuscripts are free from typographical and grammatical errors and the level of plagiarism should not be more than 20% (attach the evidence of plagiarism check).

**Publication Fee:** This must be paid along with manuscript submission

**Paper Review Fee: Nigerian Authors:** N5,000; **Foreign Authors:** \$10

**Publication Fee: Nigerian Authors:** N20,000; **Foreign Authors:** \$70

**Publication mode:** (Online)

**Account Details:** National Institute of Office Administrators & Information Managers  
(NIOAIM)  
2175824186 (UBA)

**For further enquiries, please contact:**

**The Editor-in-Chief**

**International Journal of Office Administration and Information Management (IJOAIM)**

**An official publication of the National Institute of Office Administrators and Information Managers (NIOAIM)**

**NIOAIM Secretariat, Department of Information Management**

Lead City University, Ibadan, Nigeria

E-mail: [ijoaimpapers@gmail.com](mailto:ijoaimpapers@gmail.com), [nioaiminfo@gmail.com](mailto:nioaiminfo@gmail.com), [info@nioaim.org](mailto:info@nioaim.org),

Website: <https://nioaim.org/>

+234-803-060-8685; +234-909-339-2575, +234-907-127-4741,

+234-806-429-7522, +234-816-376-8002

# CONTENTS

|                                                                                                                                                                                                                                            |            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Information Management Practices, Information Technology Practices and Job Performance of Secretaries in Tertiary Institutions in Lagos State, Nigeria - Professor E. A. ERWAT and Christiana Omoye IDIAKE</b>                          | <b>1</b>   |
| <b>Information Security Capability and Customers' Perspective of E-Banking Services in Deposit Money Banks in Ado-Ekiti, Ekiti State, Nigeria - Tolulope Elizabeth ADENEKAN, PhD; Omolade Olufunke RHODA and Oluwakemi Esther IBIRONKE</b> | <b>36</b>  |
| <b>Organizational Culture and Job Performance of Secretaries in Federal Tertiary Institutions in Niger State, Nigeria - Abdulkadir Ndawancin ABDULLAHI and Ayodele John ALONGE, PhD</b>                                                    | <b>49</b>  |
| <b>Record Keeping for Administration among Office Managers in Niger State Polytechnic, Zungeru, Niger State - Tolulope E. Adenekan, PhD; Blessing N. Okanu and Rachael A. Oloye</b>                                                        |            |
| <b>Political Leadership and Operational Efficiency of Local Governments in Oyo State, Nigeria - Samuel Olusegun AJANAKU &amp; Tunde OSENI, PhD</b>                                                                                         | <b>69</b>  |
| <b>Organizational Training and Job Satisfaction of Administrative Staff in Public Tertiary Institutions in Ekiti State, Nigeria - Tolulope Elizabeth ADENEKAN, PhD. and Abosede Fisayo HAMMED</b>                                          | <b>74</b>  |
| <b>Records Filing and Office Automation as Predictors for Job Performance - Adejoke Alice ALADESURU-AMUDA, <u>Lydia Adejoke AWOBENU, PhD</u>, Oluwakemi Esther IBIRONKE, and <u>Olanike Victoria AHAMZE</u></b>                            | <b>92</b>  |
| <b>Entrepreneurial intention for Sustainable Development among Business Education Students in Lagos State - Seyi DAVID, PhD; Olaiwola Seun SODAMOLA and Ayokunle Igweh OGBONNAYA</b>                                                       | <b>106</b> |



|                                                                                                                                                                                                                                                               |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Influence of Human Resources Management Practices on Employee's Job Satisfaction in Manufacturing Companies, Lagos State, Nigeria - Tolulope Elizabeth ADENEKAN and Ifeoluwa Olajumoke OMOYELE</b>                                                         | <b>116</b> |
| <b>Office Environment and Office Managers' Efficiency in Federal Polytechnic, Bida, Niger State, Nigeria - Mary Bolaji AJADI, Blessing Ngozi OKANU, and Cecilia F. GANA</b>                                                                                   | <b>134</b> |
| <b>Clinical Coding System and Service Delivery of Health Information Management Practitioners in Adeoyo Maternity Teaching Hospital, Ibadan, Oyo State. - Isaac Ayobami ADENIRAN, Omolola AYOOLA, Wakeel AKINGBEHIN, and Cecelia AKINJIDE</b>                 | <b>147</b> |
| <b>Investigating Leadership Styles and Academic Staff Development of Higher Institutions in Kwara State, Nigeria - Tolulope Elizabeth ADENEKAN, PhD, Olanrewaju Ridwan, YUSUF, and Oluwakemi Esther IBIRONKE</b>                                              | <b>162</b> |
| <b>ICT Skills and Use of Electronic Health Records by Health Professionals in Private Hospitals Ibadan, Oyo State, Nigeria - Helen Folashade ADEOYE</b>                                                                                                       | <b>178</b> |
| <b>The Effect of Information Communication Technology (ICT) Self-Efficacy and Use of Office Application Software on Job Performance of Employees in Public Polytechnics in Lagos State, Nigeria - Omoseni O. ADEPOJU, PhD &amp; Abigail Oluwakemi SOLANKE</b> | <b>200</b> |
| <b>Influence of Employee Attitude and Productivity of Secretaries in Public Organizations, Ogun State, Nigeria - Victoria Adesola OGUNYEMI</b>                                                                                                                | <b>221</b> |
| <b>Teaching Competence on Academic Learning of Office Technology and Management Students of Government owned Polytechnics, Lagos State, Nigeria - Chinyere Jennifer ODUMADE and Prof. E.A. ERWAT</b>                                                          | <b>236</b> |
| <b>Organizational Training and Work Quality of Administrative Staff of State-Owned Polytechnics, Oyo State, Nigeria - Tolulope Elizabeth ADENEKAN, PhD &amp; Rukayat Oyeyemi AKINPELU</b>                                                                     | <b>248</b> |

|                                                                                                                                                                                               |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Institutional Support as a Factor Influencing Service Delivery by Registry Staff in Federal Tertiary Institutions, Oyo State, Nigeria - Eseza Akiror ERWAT and Titilayo Juliet SODIYAN</b> | <b>261</b> |
|                                                                                                                                                                                               | <b>270</b> |
| <b>Effects of Ethno-Religious Conflicts on Educational Coverage in Kaduna State: Implications for Socio-Economic Development of Kaduna State</b>                                              |            |
| Samira JIBIR & Mohammed ABDULLAHI                                                                                                                                                             |            |
| <b>Entrepreneurial Skills of Business Education Graduates: A Catalyst for Sustainable Development in Nigeria</b>                                                                              | <b>295</b> |
| Seyi DAVID, Elizabeth ORE & Victoria SHOFOLAHAN                                                                                                                                               |            |
| <b>Analysis of the Effect of Ethno-Religious Conflicts on the Actualisation of Kaduna State Education Strategic Plan (ESP), 2009–2020</b>                                                     | <b>306</b> |
| Samira JIBIR, Mohammed ABDULLAHI & Abubakar Audi AHMED                                                                                                                                        |            |

## Information Management Practices, Information Technology Practices and Job Performance of Secretaries in Tertiary Institutions in Lagos State, Nigeria

<sup>1</sup>Prof. E. A. ERWAT and <sup>2</sup>Christiana Omoye IDIAKE

<sup>1</sup>Department of Information Management, Lead City University, Ibadan,  
Oyo State, Nigeria.

<sup>2</sup>Department of Office and Information Technology, Lagos State University  
of Science and Technology, Lagos State, Nigeria

<sup>1</sup>erwat2002@yahoo.com; 08037278848

<sup>2</sup>christianaomoye@yahoo.com; 08023656549

### Abstract

Information plays a vital role in the life of every individual and a country at large. The life sustainer of every organization can be traced to information and technology management practices. Secretaries are not left out in the practice of information and technological management. However, a situation whereby the indicators of information and technology management is not practiced, there is every tendency that the level of job performance working in such organizations will be questioned. In this regard, this study deems it fit to investigate how Information Management Practices (IIMP) and Information Technology Practices (ITP) will influence Job Performance (JP) of secretaries in higher institutions of learning in Lagos state. Descriptive research design was adopted. Population consisted of 1189 secretaries in higher institution of learning in Lagos state. Multistage sampling technique was adopted, afterwards, 226 secretaries served as the sample size for this study. The reliability coefficient for each of the variable ranged from 0.70 to 0.95. Data collected was analyzed using descriptive and inferential statistics. Findings revealed that IMP had no significant influence on JP ( $\text{Adj. } R^2 = -0.004; p = 0.714$ ), however, ITP was found to significantly influence JP ( $\text{Adj. } R^2 = 0.102; p = 0.000$ ). Jointly, only ITP was found to statistically significantly influence JP ( $\text{Adj. } R^2 = .098, F_{(2, 223)} = 13.194, p = 0.000$ ). The study concluded that in terms of achieving maximum job performance, only ITP will bring about this. The study recommended that taking decisions by secretaries should be engineered by IT related factors, should actually avail themselves of making use of state of the art IT facilities during the course of their jobs and also secretaries in higher institution of learning in Lagos state should be compensated handsomely if they carry out extra jobs within the institution.

**Keywords:** Information Technology, Information Management, Job Performance, Office Management, Office Administration

## Introduction

The success of every organization depends so much on how effective the employees fulfill and executes their job duties. In a competitive environment, every organization needs a high-performance employee that fulfills the goals and objectives in other to enhance organization productivity. Hence, it is important that they get feedback on their performance as a guideline for their actions in the future. Performance in an organization therefore refers to the effectiveness, quality, and efficiency of overall output. It goes a long way to show how valuable an employee is to the organization. Performance is the result of factors and energy put in place by each employee of the organization. Employees' performance is influenced by a variety of individual traits. Each employee is an asset of the organisation, the returns provided by each employee must therefore be significant.

High job performance enables different organizations to achieve their objectives and ensure that these organizations survive and thrive even in the Nigerian context as well. Due to the increasing competition among organizations, educational institutions included, it has become imperative for the organizations to improve their performance and focus on their human component to ensure excellence and prosperity. Job performance of employees enables senior management to assess the performance of the organization and to develop programs and frameworks that can help in improving the overall performance of the organization. The job performance of employees is important in all organizations, but its importance increases in educational organizations in (tertiary institutions in particular) because of the pivotal role played by the secretaries of tertiary institutions in creating and nurturing the records and data that are capable of enhancing the institutions' operations. Thus, secretaries have important role and contribute to the advancement of the institutions in terms of record sensing, collecting, organizing, processing and maintaining of information needed for efficient and effective management.

Information management practices concerns a cycle of educational activities which include the acquisition of information from one or more sources, processing, storage and the distribution of that information to those who need it, and its ultimate disposal through archiving or deletion. This cycle of information practice involves a variety of stakeholders, including those who are responsible for assuring the quality, accessibility and utility of acquired information; those who are responsible for its safe storage and disposal and those who need it for decision making. Management might have rights to originate, change, distribute or delete information according to institutions' information management policies(Al-Ghabban, 2018).

Performance of secretaries is of importance because good information management practices is an important avenue towards nurturing the records and information needed for academic improvement and analysis of gaps. In order for tertiary institutions to develop the above capacities, it must ensure that their staff are well motivated in order to commit to the quality needed for national socioeconomic development. Hence, organisations must be at the forefront in provision of office equipment and technology for improved service delivery by office managers. Also, the staff must feel comfortable with work by use of automated equipment for information management, and must be given standard and considerable platform to develop their career. However, it has been observed that performance of office managers in tertiary institutions in particular seems to be not up to expectation. This could be due to many factors such as poor motivation or insufficient office equipment and technology required for high performance and good service delivery (Jagboro, 2014).

Job performance is an essential tool in the assessment of both academic and administrative staff of tertiary institutions. Job performance is described as actions or behaviours relevant to organizational goals which include both productive and counterproductive employee behaviours that contribute to or detract from organizational goals. It connotes the overall expected values from secretaries' behaviour carried out throughout a period of time. Job Performance is mainly the outcomes gained and accomplishment by workers at the place of work that retains up organizational strategies by targeting the objectives and goals of an organization. Job Performance also refers to how well an activity or job is done (Jagboro, 2014). Performance can be classified into two types: The first type is known as *tactical performance*. Tactical performance is how effectively an organization *sticks to* its strategy. It is the driver of focus and consistency. It allows organizations to increase strength by directing limited resources to the fewest targets. The second type is known as *adaptive performance*; it is how effectively an organization *diverges* from its strategy. Adaptive performance manifests as creativity, problem solving, grit, innovation, and citizenship. Job performance of secretaries at tertiary institutions in Lagos State is observed not to meet up with the standard of job expected from the secretaries.

Job performance is a function of ability, will and situational factors. An organization may have employees with ability and determination, with appropriate equipment and managerial support, yet performance falls below expected standards. John Campbell Theory of job performance assesses whether a person performs his/her job well by exploring the non-specific behaviour, task specific behaviour, communication task, and staff discipline towards achieving the organizational goals (Campbell, 2006). John

Campbell's Theory proposed an eight factor model of performance based on factor analytic research that attempts to capture factors of job performance existent across all jobs. These eight factors are; task specific behaviors, non-task specific behaviors, communication task, effort, personal discipline, degree to which a person helps out the groups. For the purpose of this research, four out of the eight measures will be considered to measure job performance and these are; non-task specific behavior, task specific behavior, personal discipline and communication. These measures were adapted from the theory because it has been found relevant to the objectives of this research work.

Job performance is a central element within industrial and organizational psychology, reflecting scalable actions, behaviors, and outcomes that employees engage with, or contribute to, within organizations, and being defined by how employee behaviors contribute to organizational goals. Job performance is influenced by individual characteristics (experience and ability), outcomes (e.g., feedback and job security), work environment, and education. The general individual determinants for job performance are declarative knowledge, procedural knowledge and skills, and motivation. In accordance to our objectives, it is worth to mention the findings of scholars, who developed an integrated model of job performance, influenced by individual characteristics (experience, ability), outcomes (feedback, job security), but also by work environment. In Romania, several intrinsic factors contribute to increased job performance, resulting in employees feeling appreciated and consequently pursuing the organization's objectives, leading to an increase in job involvement, a decrease in absenteeism, and a boost in self-confidence leading to fewer fluctuations regarding the job. Additionally, factors such as self-determination, job stability, authority, responsibility and autonomy at work, workplace comfort, advancement prospects, benefits packages, professional development, job attractiveness, remuneration, effective communication between management and employees, early distribution of tasks, a feeling of recognition, and an attractive salary are also important in increasing employee performance.

However, several factors could improve job performance of employees in an organisation. One of the factors that could improve the job performance of secretaries in tertiary institutions in Lagos state is the level at which they manage information in the academic environment. Information management aims to achieve systematic and organized use of information in organisations. This objective is to facilitate and improve information acquisition, generation, storage and use to obtain better performance, increase competitiveness and boost capacity to adapt to changing conditions in the environment. Thus, information management is responsible for creating, maintaining and improving the information management system (Mugizi, 2007). Information management practices are



used to process, store and retrieve information by employees which includes secretaries in an educational institution. The importance of information has for many years been appreciated and argued by a relatively small group of professionals comprising statisticians and librarians or documentalists. Their forums included the participation of planners and other major users of data who could assist in changing the nature of data collection, processing and dissemination.

To ensure successful secretarial performance in tertiary institutions in Lagos State, Nigeria, is achieved, this study will focus on how well secretaries in particular make use of information management practices and also use office automation to enhance their job performance. Information Management Practices is a 'process' or life cycle that involves sensing, collecting, organising, processing and maintaining information to make it more useful for decision-making as adopted from information management practice factor of information orientation theory (Marchand, 2002). While some may propose that there are other components of the information management practices construct. In the context of this study, an information management practice is to be measured by sensing information, collecting information, organizing information, processing information, maintaining information and closing the cycle of information which are adapted from Information orientation theory approaches that were heavily influenced by a scholar who views human organisation as a computation system.

The world's economic trends in business require organizations to respond quickly to demand and opportunities through competition and continuous expansion of domestic and international markets and by being innovative as well. This requires organizational members to move beyond and achieve higher frontiers which are achievable only by having the right information. Studies have shown that one of the world's most important resources is information since it is needed to solve problems and make decisions affecting both the present and the future. The degree of success enjoyed by an organization and its members depends largely on how well information is managed. The policy drivers of the system are people and their networking attributes. Information practices need to have competent and skilful employees to create, process, store, retrieve and disseminate information effectively and efficiently in order to provide quality service in the institutions.

However, automation of information management enables a wide range of technologies to eliminate mistakes, enhance work performance, extend human capabilities, and reduce effort and stress while doing tasks. It supports perceptual-cognitive and decision-making activities, decreasing physiological strain and workload for human operators. The use of technological equipment in office operations to enhance productivity is referred to as

information technology practices which could be enhanced by the use of information technology. This enhanced efficiency is due to the completion of information interchange within the workplace and between offices and their surroundings, which might ultimately aid in the management of better information. Information technology practice is a mechanism that aims to improve organization efficiency and productivity through the use of effective and efficient management by utilizing electronic flow of correspondence at the organizational level, easy searching stored data, quick and timely response to clients; removal of paper from the administrative correspondence cycle, proper control over users, and maintaining and recording information (Conway, 2015). Increase nonproductive operations such as physical archiving of papers, keeping operation records in a smaller volume, ensuring high security and simple access, creating essential reports with various diagrams, and reducing office management responsibilities. Typists and secretaries, ability to supervise tasks and activities over the phone at any time, control over classified data, precision in performing operations and recording all affairs, complete removal of paper from the work process, ease and speed in operation flow, high security in document storage and rapid access (Conway, 2015). When it comes to information technology study, the first step is to identify the office technology system, which is crucial. Today, one of the problems being debated in both academic and applied areas is the deployment of information technology in organizations and businesses. Information technology for management support, information technology for innovation support, information technology for business process support and information technology for operational support are the information technology measures to be used in this research as adopted from Marchand's Information Orientation Theory (Marchand, 2002).

Information technology for management support systems are dynamic systems that allow secretaries to analyze data to make forecasts, identify information management performance and business strategies. Meanwhile, information technology for innovation support fosters innovation in record management, information management in order to improve performance of secretaries in tertiary institutions in Lagos State. Information technology for the support of business process allows considering the process-enabling role of a variety information technology from telecommunication infrastructure to business intelligence solutions. Information technology also enables business processes by providing information management, information processing and communication support to enhance business performance while by implementing computer systems offices could achieve automate control of the business and information tasks. Information technology enables the lower-skilled workers improve their operation efficiency and perform responsibilities with high quality consistently. There are three roles that IT for operational



support could play in offices which include; Increasing scale efficiencies in the operational activities of manufacturing and service. Processing some basic information and business management. Monitoring and recording the actions and performance of the operational employees when they carry out information management tasks. The motivation to keep using such technology, as well as the desire to motivate other users is the driving force. Due to the inability of the school management to provide adequate information technological equipment for the management of office work by secretaries, it has been very difficult for secretaries of tertiary institutions in Lagos State to advance their secretarial functions and this has resulted to poor job performance(Conway, 2015).

The capacity to interact in a fluent manner is a key element of any information technology system. Stakeholders should have access to all of the information they need to complete their activity, as well as the opportunity to seek further help from others. A form builder should be included in any office information technology system. Form builders may be used to collect data, show data from other systems, and even create approval screens for secretaries. A good secretary is the hub of the office wheel that keeps all of the spokes in place and everything moving forward on the right path. Organization skills, attention to detail and computer and office equipment proficiency are important abilities, good communication skills for a secretarial staff is essential especially in such a key ministry where oral, interpersonal and written communication is important(Conway, 2015). In view of the above discussion, this study therefore seeks to examine the influence of information management practices and information technology practices on job performance of secretaries in tertiary institutions in Lagos State, Nigeria.

## **Literature Review**

### **Theory and Hypotheses Development**

Job performance assesses whether a person performs a job well, job performance academically as part of industrial and organizational psychology, also forms a part of human resources management. Performance is an important criterion for organizational outcomes and success. John P. Campbell describes job performance as an individual – level variable, or something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance, which are higher-level variables. There are several key features to Campbell's conceptualization of job performance which help clarify what job performance means(Campbell, 1990).

First, Campbell defines performance as behaviour, which is something done by an employee. This concept differentiates performance from outcomes. Outcomes result

partially from an individual's performance, but they are also the result of other influences. In other words. Campbell allows for exceptions when defining performance as behavior, for instance, he clarifies that performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers and decisions. However, performance needs to be under the individual's control, regardless of whether the performance of interest is mental or behavioural. The difference between individual controlled action and outcomes is best conveyed through an example. In a sales job, a favourable outcome is certain level of revenue generated through the sales of something (merchandise, or some service such as insurance). Revenue can be generated or not, depending on the behaviour of employees. When the employee performs this sales job well, he is able to move more merchandise. However, certain factors other than employees' behaviour influence revenue generated. For example, sales might slump due to economic conditions, changes in customer preferences, production bottlenecks, etc. in these conditions, employee performance can be adequate, yet sales can remain low. The first is performance and the second is the effectiveness of that performance. One can decouple these two because performance is not the same as effectiveness.

Despite the emphasis on defining and predicting job performance, it is not a single unified construct. There are vastly many jobs each with different performance standards, job performance consists of more than one kind of behaviour. a study proposed an eight factor model of performance based on factor analytic research that attempts to capture factors of job performance existence across all jobs. The first factor is task specific behaviours which include those behaviours that an individual undertakes as part of a job. They are the core substantive tasks that delineate one job from another. On the other hand, non-task specific behaviours, the second factor are those behaviours which an individual is required to undertake which do not pertain only to a particular job. Returning to the sales person, an example of a task specific behaviour would be showing a product to a potential customer. A non-task specific behaviour of a sales person might be training new staff members. Written and oral communication tasks to activities where the incumbent is evaluated, not on the content of a message necessarily, but on the adeptness with which they deliver the communication. Employees need to make formal and informal oral and written presentations to various audiences in many different jobs in the work force.

Managerial and administrative performance entails those aspects of a job which serve the group or organization but do not involve direct supervision. A managerial task would be setting an organizational goal or responding to external stimuli to assist a group in achieving its goals. In addition, a manager might be responsible for monitoring group and

individual progress towards goals and monitoring organizational resources. Another taxonomy of job performance was proposed and developed for the US Navy. This model is significantly broader and breaks performance into only four dimensions. Task-oriented behaviours are similar to task-specific behaviours in Campbell's model. This dimension includes any major tasks relevant to someone's job. Interpersonally oriented behaviours are represented by any interaction the focal employee has with other employees. These can be task related or non-task related. This dimension diverges from Campbell's taxonomy because it includes behaviours (small task, socializing, etc.) that are not targeting an organization's goal. Downtime behaviours are behaviours that employees engage in during their free time either at work or off-site. Downtime behaviours that occur off-site are only considered job performance when they subsequently affect job performance (for example, outside behaviours that cause absenteeism). In view of the above discussion, this hypothesis was formulated;

**H<sub>1</sub>:** Information management practices and information technology Practices have positive and significant impact on job performance of secretaries in tertiary institutions in Lagos State, Nigeria

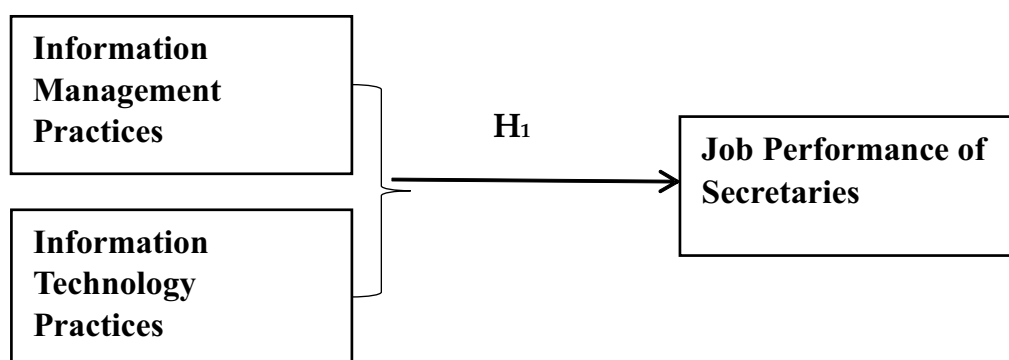


**Fig.1: Source:** Researcher's compilation (2022)

### **Information Management Practices, Information Technology Practices and Job Performance of Secretaries**

A study titled "The role of information technology in improving corporate performance: A Case Study Jordanian Free Zones Corporation" (Seena, 2015). This study aimed to determine the role of information technology in improving the efficiency of the performance of the Free Zones Corporation Jordan during the period 1996 – 2005. The study found the following results: Received an improvement in all elements of information technology, with the difference in the rates of improvement, No significant correlation between the size of the investment, hardware, software, and workers in the field of information technology with all the effectiveness of the institutional performance

indicators except for the goal of return on cost. No impact for each of the size of the investment, hardware, software, and workers in the field of information technology at all effective institutional performance indicators except for the goal of return on cost.

In another study titled "The impact of the information management practices to improve the efficiency and effectiveness of the Jordanian Commercial Banks (Seena, 2015). A Case Study of Arab Bank". This study aimed to identify the impact of information management practices to improves the efficiency and effectiveness of the Arab Bank from the perspective of both the staff and the Arab Bank management and dealing with customers. Among the most important findings of the study, said that users of information management practices have a level technicians and highly skilled and qualifications and experience to enable them to perform their work to the fullest, and that an appropriate degree of information provided by the systems used very high and reflected thus on the effectiveness of decision-making that are meant to take, and that Arab Bank has efficiently by providing hardware and software required for operation of the system, as evidenced by The study on the existence of a positive relationship between the linear size of investment in information management practices and the bank's profits greater the volume of investment in information management practices increased the bank's profits.

An empirical study attempted to investigate the Employee Perception towards Effectiveness and Impact of Environment Management System. This study was conducted at the Tamilnadu textile processing mill society Ltd, Erode. The research design used in this study is descriptive. The sample size is taken for the study is 100 respondents in Tamilnadu Textile Processing Mill, Erode. The needed data were collected as both primary and secondary data. The primary data is collected from structured questionnaire which are following in the open end, closed end, like scale and the numerical scale. The major findings of the study is based on the analysis and the highly effectiveness of the environment management system and it helps to reduce the environmental impact. In this analyze suggested that implementing new technology to save the working cost in order to use the new technology to give on the job training. The recycling will reduce the EMS impact. Finally, it is concluded that it will help to improve the employees working environment and create the awareness about the environment management system and also it increases the profit and the environment clean(Seena, 2015).

A related study researched provided another important empirical evidence to investigate the effect of workplace environment's factors (information communication technology) towards employees' performance. Data was collected through the survey method; total 139

employees participated from three main workplaces of Miyazu (M) Sdn. Bhd. Based on the findings it shows that only supervisor support is not significant towards the employees' performance. Meanwhile, job aid and physical workplace environment are having a significant relationship towards the employees' performance. Employees' performance level is depending on the quality of the employees' factors workplace environment which are the job aid, supervisor support and also the physical workplace environment. The three factors determine on how the employees' get engaged or attached to the organization. By conducting this project, the researcher could be able to identify the factors that could contribute to workplace environment that affect employees' performance. Therefore, the main purpose of this research is to investigate and to get a clearer picture on the factors that affect employees' performance from three different working places at Miyazu Malaysia Sdn. Bhd. The places of Miyazu Malaysia Sdn. Bhd. Include the Miyazu's Head Quarters, Miyazu's Stamping Plant and Miyazu's tooling plant (Scherer, 2017).

A study investigated the impact of information technology practices in job satisfaction from banking sector, educational institute and telecommunication industry in Quetta, Pakistan. The study employed a quantitative methodology; the target population consists of educational institutes, banking sector and telecommunication industry operating in the city of Quetta, Pakistan. Simple random sampling is used for collection of data from 210 employees. Finally, the result of the study showed that there is a positive relationship between information technology practices and job satisfaction (Sheng, 2016).

## **Methodology**

This study adopted a cross-sectional survey design as it attempts to study the subset of a population at a point in time and to determine the influence of information management practices and information technology practices on job performance of secretaries in tertiary institutions in Lagos State, Nigeria. The research instrument (questionnaire) used was administered to a total of 291 secretaries' tertiary institutions in Lagos State. The institutions were selected for the study because it was perceived that most of the secretaries in the institutions are only perfect with the manual management of information which is affecting efficiency of their work and has resulted into decline in secretaries' performance.

## **Result**

This study examined the influence of information management practices and information technology practices on job performance of secretaries in Lagos State, Nigeria. The study covered all 291 secretaries in Lagos state tertiary institutions. The result analysis is summarized in the result table below.

**Model summary on significant the combined influence of information management practices and information technology of secretaries of tertiary institutions in Lagos State, Nigeria.**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .325 <sup>a</sup> | .106     | .098              | .39124                     |

a. Predictors: (Constant), information management practices, information technology practices

**ANOVA**

| Model |            | Sum of Squares | df  | Mean Square | F      | Sig.              |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1     | Regression | 4.039          | 2   | 2.020       | 13.194 | .000 <sup>b</sup> |
|       | Residual   | 34.134         | 223 | .153        |        |                   |
|       | Total      | 38.174         | 225 |             |        |                   |

a. Dependent Variable: job performance

b. Predictors: (Constant), information management practices, information technology practices

**Coefficients**

|       |                                  | Unstandardized |            | Standardize  |       |      |
|-------|----------------------------------|----------------|------------|--------------|-------|------|
|       |                                  | Coefficients   |            | d            |       |      |
|       |                                  |                |            | Coefficients |       |      |
| Model |                                  | B              | Std. Error | Beta         | T     | Sig. |
| 1     | (Constant)                       | 1.621          | .209       |              | 7.771 | .000 |
|       | Information technology practices | .324           | .063       | .324         | 5.122 | .000 |
|       | Information management practices | .012           | .049       | .015         | .239  | .811 |

a. Dependent Variable: job performance



## **Discussion, Conclusion and Recommendations**

A study titled "The role of information technology in improving corporate performance: A Case Study Jordanian Free Zones Corporation" (Siddiq, 2017). This study aimed to determine the role of information technology in improving the efficiency of the performance of the Free Zones Corporation Jordan during the period 1996 – 2005. The study found the following results: Received an improvement in all elements of information technology, with the difference in the rates of improvement, No significant correlation between the size of the investment, hardware, software, and workers in the field of information technology with all the effectiveness of the institutional performance indicators except for the goal of return on cost. No impact for each of the size of the investment, hardware, software, and workers in the field of information technology at all effective institutional performance indicators except for the goal of return on cost.

In another study titled "The impact of the information management practices to improve the efficiency and effectiveness of the Jordanian Commercial Banks (Siddiq, 2017). A Case Study of Arab Bank". This study aimed to identify the impact of information management practices to improves the efficiency and effectiveness of the Arab Bank from the perspective of both the staff and the Arab Bank management and dealing with customers. Among the most important findings of the study, said that users of information management practices have a level technicians and highly skilled and qualifications and experience to enable them to perform their work to the fullest, and that an appropriate degree of information provided by the systems used very high and reflected thus on the effectiveness of decision-making that are meant to take, and that Arab Bank has efficiently by providing hardware and software required for operation of the system, as evidenced by The study on the existence of a positive relationship between the linear size of investment in information management practices and the bank's profits greater the volume of investment in information management practices increased the bank's profits/

A study investigated the impact of information technology practices in job satisfaction from banking sector, educational institute and telecommunication industry in Quetta, Pakistan. The study employed a quantitative methodology; the target population consists of educational institutes, banking sector and telecommunication industry operating in the city of Quetta, Pakistan. Simple random sampling is used for collection of data from 210 employees. Finally, the result of the study showed that there is a positive relationship between information technology practices and job satisfaction (Sheng, 2016).



In closing, our objectives for this research have been achieved, information management practices and information technology practices are vital in enhancing job performance of secretaries in tertiary institutions in Lagos State, Nigeria. More research can be carried out to discover other factors illustrating how information management practices and information technology practices measures affect job performance of secretaries even more clearly in future extensions of this research.

## References

- Al-Ghabban A. (2018) *A compassion framework: The role of compassion in schools in promoting well-being and supporting the social and emotional development of children and young people*. Pastoral Care in Education.
- Campbell J. P. (1990) *Modeling the performance prediction problem in industrial and organizational psychology*. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology*, 1(2), 687–732. Palo Alto, CA: Consulting Psychologists Press.
- Campbell J. P. (2006). *Modeling the performance prediction problem in industrial and organizational psychology*. In M. Dunnette and L.M Houghs (eds), *handbook of industrial and organizational psychology*. 1(2), 687-731.
- Jagboro K. (2014). *Constraints and problems of internet services in Obafemi Awolowo university, Nigeria*. University of Dar es Salaam Library Journal.
- Ke R., Conway J., & Perelson A. (2015). *A theoretical framework to guide clinical trial design to estimate efficacies of latency-reversing agents*. *Journal of Virus Eradication*, 1, 29. [https://doi.org/10.1016/s2055-6640\(20\)31369-8](https://doi.org/10.1016/s2055-6640(20)31369-8).
- Marchand D. A., Kettinger W. J., & Rollins J. D. (2002). *Information orientation: the link to business performance*, 2nd ed. Oxford: Oxford University Press.
- Mugizi W. & Abba H. (2018). undefined. *Arts & Humanities Open Access Journal*, 2(3). <https://doi.org/10.15406/ahoaj.2018.02.00056>.
- Seena S. T. & Pillai K. G. S. (2015). *A study of ICT skills among library professionals in the Kerala University Library System*. *Annals of Library and Information Studies*, 61, 132–141. 2015.
- Sheng Y. Zhao S., Nossal K., & Zhang D. (2016). 'Productivity and farm size in Australian agriculture: reinvestigating the returns to scale', *Australian Journal of Agricultural and Resource Economics*, vol. 58, 1–23.
- Siddiq F., Scherer R. & Tondeur J. (2017). *Teachers' emphasis on developing students' digital information and communication skills (TEDDICS): A new construct in 21st century education*. *Computers and Education*, 92, 1–14.

## Information Security Capability and Customers' Perspective of E-Banking Services in Deposit Money Banks in Ado-Ekiti, Ekiti State, Nigeria

<sup>1</sup>Tolulope Elizabeth ADENEKAN, PhD; <sup>2</sup>Omolade Olufunke RHODA and  
<sup>3</sup>Oluwakemi Esther IBIRONKE

Department of Information Management, Lead City University, Ibadan, Oyo State.

<sup>1</sup>tolu.adenekan@lcu.edu.ng; lizzyadenekan@gmail.com; +2349093392575

<sup>2</sup>olufunkerrhoda90@gmail.com; +2348034884007

<sup>3</sup>oluwakemiibironke01@gmail.com; +234805672018

### Abstract

*The study examined influence of information security capability and customers' perspective of e-banking services in deposit money banks in Ado-Ekiti, Ekiti State, Nigeria. This study adopted a cross-sectional survey design and the population was 19,921 customers from eight selected Deposit Money banks. The sample size was 377. This study employed proportionate stratified random sampling. The customers of the banks were randomly sampled. The Questionnaire used was found valid and reliable. Overall, information confidentiality ( $\beta=0.269$ ) has the highest relative, followed by information availability ( $\beta=0.242$ ) and lastly, information integrity ( $\beta=0.091$ ) had the least relative influence on customers' perspective of electronic banking services. Hence null hypothesis was rejected. It was concluded that many money deposit banks regardless of their location should have it in principle that information security capability is important for success. It was recommended that management should explore every opportunity to ensure banking staff remain neutral so as to prevent situation relating to information Security Bridge relating to customer's transaction, personal information and privacy among others.*

**Keywords:** Information Security Capability, Customers' Perspective, e-Banking Services, Deposit Money Banks, Service Quality

### Introduction

Financial institutions especially banks, have been significantly affected by the evaluation of technology; competition between banks has forced them to find new market to expand, and the number of financial institutions that offer electronic banking products are on the increase. Hence, banks have begun to offer electronic banking services to improve the

effectiveness of distribution channels through reducing the transaction cost and increasing the speed of services. Recently, electronic banking has become the way for the development of banking system, and the role of electronic banking is increasing in many countries without the exemption of Nigeria. It offers opportunities to create services processes that demand few internal resources, and therefore, lower cost. As well as it provides wider availability and possibility to reach more customers. From the customers' perspective, electronic banking allows customers easier access to financial services and time saving in managing their finance (Liu & Zhang, 2018).

Customers' perspective about deposit money banks in Ado-Ekiti is being determined by various dimensions like customers' satisfaction, customer loyalty, customers' trust and responsiveness to their needs. These factors are in correlation with Balanced Score Card Theory as it will be used to measure customer perspective in this study. This study will adopt customer satisfaction, customer loyalty and customer trust as indicators for measuring customer perspective (Kaplan & Norton, 1992). Customer satisfaction requires meeting customer expectations of products and services to the fullest. When performance matches or exceeds customer expectations for service, customers tend to be satisfied. If not, it leads to dissatisfaction (Anthanassopoulos, Gounaris & Sathakopoulos, 2020). Customer satisfaction and dissatisfaction is the customer's judgments concerning a business's success or failure in meeting expectations (Bowen & Chen, 2018). In addition; satisfaction strengthens quality perception and leads repeat purchases. More specifically, in the banking industry, a main element of customer satisfaction is the nature of the relationship among customers and suppliers of products and services. Therefore, both product and service quality usually are observed as an important condition and valuable factor for retaining customer satisfaction (Caruana, 2017). It is true that the delivery of high quality services to the company customers offers an opportunity to differentiate them in the competitive market (Ball, Coelho & Machas, 2018).

However, reliability is significant for customer satisfaction (Sedqiani & Ebrahimi, 2020). But responsiveness and assurance are more significant (Sarokhani, 2019). The applicability of service quality of money deposit banks in Ado-Ekiti and found that the quality service is positively correlated with customer perspective where Reliability had the highest positive correlation with customer perspective followed by assurance and responsiveness (Sekaran, 2017). Customer perspective reveals the general evaluation of the actions carried out by a given business in relation to expectations accumulated after various contact between the consumer and business (Stafford, 2018). If customers perceive that they are obtaining additional benefits from their relationship with establishment employees, their

satisfaction, loyalty and trust level with the service provider will increase (Wirtz, 2017). A key motivation for the growing emphasis on customer perspective is that high customer satisfaction, loyalty and trust lead to a stronger competitive position resulting in higher market share and profit (Anderson, 2019). Customer satisfaction is also generally assumed to be a significant determinant of repeat sales, positive word-of-mouth, trust and customer loyalty (Dilsath, 2016). Satisfied customers return and buy more, and they tell other people about their experiences. Customer satisfaction is known as a psychology concept which entail the well-being feeling and enjoyment as a result of getting what a person hopes and expects from a product or service which is appealing to that person. Satisfaction is the customers' assessment of a product or service in terms of whether that product or service has attained their needs and expectations. Satisfaction as a positive, affective state as a result of the evaluation of all parts of a party's working relationship with another (Kuralovian, 2017).

The rapid growth of information technology has made it possible for bank customers to be more connected to their bank accounts through internet and mobile banking. Electronic banking may be described as a means by which banking products and services are provided through electronic devices such as phones, iPods, ATM etc. The nascent advances in technology seen around the world have eliminated the traditional manual banking system and brought about a paradigm shift in banking to the extent that banks are using internet technologies to improve efficiency and scale up the provision of a wide range of value-added products and services. Consequently, Nigerian banks, especially commercial ones, now identify electronic banking as a unique means of differentiating themselves from their rivalries by investing in complicated expertise (Chau & Ngai, 2018). Although e-banking has several stages, the main point that separates e-banking is the available hardware, software, and financial information processing systems. In other words, e-banking is the optimal combination of total bank activities through the utilization of modern information technology that provides all the services based on customers' needs (Coelho & Easingwood, 2017). However, most experts' concern is how to use hardware, software, and network technologies to integrate all activities and customer orientation. E-banking uses some tools like the electronic wallet, electronic check, electronic money, some types of cards including credit card, debit card, ATM, expense card (Automated Teller Machine), and POS (Point of Sale) system.

In addition, the hardware and software infrastructures, the legal and cultural infrastructures, customer relationship management systems, and human resource management are the requirements of e-banking. On the other hand, traditional banking is

currently the most common way for banking transactions in most countries. A lot of money has been spent on the development of e-banking systems in many countries. However, reports illustrate that potential users do not utilize them despite their accessibility, which has raised concerns among banks. Therefore, it is required to identify factors that impact people's tendency to use Internet banking services in improving marketing tactics (Coetzee, Van Zyl & Tait, 2019). Moreover, since users' attitudes towards adopting new information technology have a fundamental influence on the success of information technology adoption, it is essential to recognize the factors that impact their viewpoints. With the rapid improvement of e-commerce, the Internet, and the financial and banking sectors, customers are encouraged to use online banking (Compaq, 2013). Some of the measures that influence customer perspective towards the use of electronic banking are security of transaction and speed of transaction. Security of transaction is any transaction received by one party from the other party in connection with the transfer contemplated by this agreement. Speed of transaction is the amount of time a system takes to complete a transaction.

Security on the other hand is described as a practicable loss due to fraud or a hacker compromising the safety of electronic banking services. Fear of the lack of safety is one of the elements that have been observed among customers of banking industries in Ado-Ekiti and beyond which is affecting the growth and development of money deposit banks. Therefore, it is very essential to make certain the digital banking machine is invulnerable whilst the person doing the economic transaction. Besides that, it will amplify the patron delight of electronic banking and motivate the user to adopt this service. Privacy, on the different hand, refers to the safety of a variety of sorts of statistics that are accumulated with or without the knowledge of the users at some point of user's interactions. In spite of the tremendous advantages, the number of malicious purposes security troubles (targeting) of on-line banking transactions has increased dramatically in current years. One of the biggest barriers to better user experience is the need to provide and keep an excessive level of protection and privateness in electronic banking services (Oliver, 2013). Internet and cell banking purposes furnish a specifically fascinating target for a range of abuses and intrusions. So, the safe and tightly closed environment of information technology is the most important concern for all monetary provider corporations. The duty of invulnerable online banking is now not only on the banks but additionally on the customers, because the customers, to function the on-line banking, have to have a sure stage of expertise and technical competence and awareness. Hence, banks need to pay distinctive intrigued to the safety of these applications. In most cases, the arrangement of protection influences the ease of utilize of an application, which is one of the foremost standards of consumer perspective (Oliver, 2013).



The issues concerned with privateness and protection troubles in e-banking alongside with the traits of fraud that “become a major quandary to the improvement and use of industrial things to do on the web as new science brings advantages and dangers and new challenges for human governance of the tendencies are of importance (Whitman & Mattord, 2017). The frequent kinds of attack that customers operating e-banking could encounter occur due to lack of awareness, inadequate budgets and lack of management on the part of the money deposit banks, weak identity and access management, rise of ransomware, mobile devices and app and so on. While the operations of the bank have ended up increasingly tremendous, banking frauds are also increasing and fraudsters are turning into more and extra state-of-the-art and ingenious. The number of bank frauds in Ado-Ekiti money deposit is on the increase with the passage of time in all the major operational areas in banking, such as: deposits, loan, inter branch, accounting, transaction and so on.

Information security capability in financial institutions could be checked with the implementation of the following measures; confidentiality, integrity and availability (Tsoukatos & Rand, 2019). As customers are aware of bank investment in time, money, and effort in employing the best technology which may be sometimes difficult to manage together. Moving towards integrated security where all components work and communicate together is more beneficial. Money deposit banks should employ security analytics to store and assess a huge number of security data in real-time. Analytics is an essential element in leveraging information security resilience. Due to advancement of technology, data is stored in different devices and in the cloud, so every system that holds the sensitive data must be protected with security. Confidentiality of information is the process whereby sensitive information or data related to customers' account information is protected from being identified by theft or from comprising the customers' accounts and information systems, the requirement of protecting information is applicable to different personal information such as website information, financial records, account application log details, ATM card information etc. It is also a process of preventing sensitive information like those listed earlier from unauthorized access attempts, information are categorized according to the amount and type of damage that could be done if fell into the wrong hands (Wilson, Zeithaml, Binter & Gremler, 2018). Integrity of information involves maintaining the consistency, accuracy and trustworthiness of data over its entire lifecycle. Information must not be changed in transit, and steps must be taken to ensure data cannot be altered by unauthorized people e.g. in breach of confidentiality. Availability of information implies that information should be consistently and readily accessible for authorized parties. This involves properly maintaining hardware and technical infrastructures and systems that hold and display the information (Wong, Rexha & Phau, 2018).

Money deposit banking services has resulted in enhancing the customer perspectives of electronic banking; customer perspective is the most important factor influencing customers' choice of bank which is also influenced by how secured the e-banking services of the banks are. Customer satisfaction, customer loyalty and customers' trust have a significant positive influence on banks' profitability. Money deposit banks are involved in saving customers' money and other valuable materials, giving loans to customers, and also ensure there is adequate flow of money to service deficit sectors of the economy and facilitate the movement of funds amongst economic units which is hindered by customers' account information security threat. In addition, several studies have been conducted on information security capability, service delivery and customer perspective but as at the time of collating the information on this study, no research has been done on information security capability and customer perspective of electronic banking in money deposit banks in Ado-Ekiti, Ekiti State, Nigeria (Whitman & Mattord, 2017). This study therefore, investigated the influence of information security capability on customer perspective of electronic banking in money deposit banks in Ado-Ekiti, Ekiti State, Nigeria.

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

The aim of the study was to investigate the influence of information security capability and customers' perspective of e-banking in money deposit banks in Ado-Ekiti, Ekiti State, Nigeria. The specific objectives were to:

1. ascertain the level of customer perspective of electronic banking services in Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria;
2. investigate the level of information security capability in Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria;
3. investigate the influence of information security capability (information confidentiality, information integrity and information availability) on customers' perspective of electronic banking of Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria;

### **Research Questions**

The following research questions were formulated to guide this study.

1. What is the level of customer perspective on electronic banking in deposit money banks in Ado-Ekiti, Ekiti State, Nigeria?
2. What is the level of information security capability of electronic banking services among Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria?

### **Hypothesis**



**H<sub>01</sub>:** There is no significant influence of information security capability (information confidentiality, information integrity and information availability) on customers' perspective of electronic banking services of Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria.

## **Literature Review**

### **Concept of Customer Satisfaction**

Customer satisfaction is an evaluation by the customer after buying an industry's goods and services. Many industries are paying greater attention to customer service quality and customer satisfaction for reasons such as increased competition and deregulation (Johnson & Nilsson, 2018). The academic literature states that customer satisfaction is a function of the discrepancy between a consumer's prior expectations and his or her perception regarding the purchase. The most popular view of customer satisfaction in academia is that customer satisfaction is the judgment born out of the comparison of pre-purchase expectations with post-purchase evaluation of the product or service experience. Customer satisfaction can result from any dimension (whether or not it is quality related) and its judgment may arise from non-quality issues (e.g. needs, equity, and perceptions of "fairness") and require experience with the service or provider (Christopher & Lauren, 2018). Customer satisfaction is widely recognized as a key pressure in the formation of consumers' future purchase intentions. In today's highly competitive, increasingly consolidated world, offering personalized and differentiating services can be critical to a bank's success. Customer satisfaction is the key to the profitability of retail banking in the Ado-Ekiti. It implies in general that the retention of customers for the long-term may well be less expensive than attracting new customers (Lundahl, Veghom, & Silver, 2019). Customer satisfaction in service industries has been approached in two ways; satisfaction as a function of disconfirmation, and as a function of perception (Mishkin, 2017). The confirmation/disconfirmation paradigm views customer satisfaction judgments as the result of consumer perceptions of the gap between their expectation and perception of actual performance. However, the disconfirmation theory has been increasingly criticised by many marketing scholars (Parasuraman, Zeithaml & Berry, (2018); Sedqiani & Ebrahimi, (2017); Sarokhani, 2018).

### **Concept of Information Security Capability**

Information security capability is described as a prevention of practicable loss due to fraud or a hacker compromising the safety of electronic banking services. Fear of the lack of safety is one of the elements that have been recognized in most research as affecting the growth and development of e-commerce. In spite of the tremendous advantages, the number of

malicious purposes security troubles (targeting) of on-line banking transactions has increased dramatically in current years. One of the biggest barriers to better user experience is the need to provide and keep an excessive level of protection and privateness in E-banking services. Internet and cell banking purposes furnish a specifically fascinating target for a range of abuses and intrusions. So, the safe and tightly closed environment of information technology is the most important concern for all monetary provider corporations.

The duty of invulnerable online banking is now not only on the banks but additionally on the customers, because the customers, to function the on-line banking, have to have a sure stage of expertise and technical competence and awareness. Hence, banks need to pay distinctive intrigued to the safety of these applications. In most cases, the arrangement of protection influences the ease of utilize of an application, which is one of the foremost standards of consumer charm (Karjaluoto, Mattila & Pento, 2017). The Web related wrongdoings and the protection inconveniences are now not completely pertinent for e-banking on the distinctive hand, furthermore all server-client web applications. Assailants are using "social phishing" to induce uneducated causalities financial or non-public data (Kaynak & Harcar, 2015).

## **Methodology**

This study adopted a cross-sectional survey design as it attempts to study a subset of a population at a point in time and determine the effect of enterprise-specific capability and bank performance. The population of this study comprises nineteen thousand nine hundred and twenty-one (19,921) customers from eight selected Deposit Money banks in Ado-Ekiti. The sample size of this study is made of three hundred and seventy-seven (377) customers. This sample size was gotten from Krejcie and Morgan (1970). This study employed proportionate stratified random sampling. The customers of the banks were randomly sampled. Questionnaire was the instrument in collection of primary data from the respondent, tagged "Information Security Capability and Customer Perspective Scale" (ISCCPS). The study adopts the likert scale design which allowed the researcher in listing options where respondents will choose from. The instrument is divided into three sections. Content validity was used to assess the internal validity of the research instruments which were ascertained through the supervisor and other experts in Information Management field. Corrections made were incorporated in constructing the final questionnaire which was given out to the respondents for the study. The researcher subjected the questionnaire to a reliability test to check the internal consistency of all items measuring each variable in the study. The reliability of the instrument was done through a pilot study using thirty (30)

copies of the questionnaire that was administered to the customers of ECO Bank in Ado-Ekiti which was not part of the study. Data obtained was subjected to Cronbach's alpha reliability test to establish internal consistency of the items. A three-day training were conducted for four Research Assistants to ease the administration, retrieval and initial sorting of copies of the questionnaires. In all, 377 copies of questionnaires were administered to the customers of the eight banks. (Sterling bank, Heritage Bank, UBA, Union Bank, Zenith Bank, Polaris Bank, Wema Bank, Unity Bank). researcher analyzed the data collected using the descriptive statistic for the research questions and inferential statistic for the hypothesis. To test the hypothesis formulated, inferential statistics using regression analyses was used. The data collected for the study will be analyzed using Statistical Package for Social Sciences (SPSS), version 24. The hypothesis in the study was tested at level of 0.05 significance.

## Results and Discussion

**Table 1: Demographic Characteristics of Respondents**

| Variables           | Category              | Frequency | Percentage |
|---------------------|-----------------------|-----------|------------|
| Gender              | Male                  | 152       | 46.5%      |
|                     | Female                | 175       | 53.5%      |
| Age                 | 20-25 years           | 117       | 35.8%      |
|                     | 26-30 years           | 77        | 23.5%      |
|                     | 31-35 years           | 48        | 14.7%      |
|                     | 36-40 years           | 46        | 14.1%      |
|                     | 41-45 years           | 25        | 7.6%       |
|                     | 46 and above          | 14        | 4.3%       |
| Educational level   | SSCE                  | 64        | 19.6%      |
|                     | NCE/ND                | 102       | 31.2%      |
|                     | HND/Bachelor's degree | 154       | 47.1%      |
|                     | Master's degree       | 7         | 2.1%       |
| Years of Experience | 1-4                   | 112       | 34.3%      |
|                     | 5-10                  | 146       | 44.6%      |
|                     | 11-15                 | 46        | 14.1%      |
|                     | 16-20                 | 7         | 2.1%       |
|                     | 21-25                 | 8         | 2.4%       |
|                     | 26-30                 | 8         | 2.4%       |

**Source: Field Survey Results (2022)**

Table 1 presents the demographic and personal profile of respondents used for this study.

Demographic and personal profile of respondents as shown in table 4.2. Profile of gender indicated that 152 respondents representing 46.5% were male while 175 respondents representing 53.5% were female, indicating that most of the respondents were female. Demographic and personal profile of respondents as shown in table 4.2 by age revealed that 117 respondents representing 35.8% were between 20-25 years, 77 respondents representing 23.5% were 26-30 years, 48 respondents representing 14.7% were 31-35 years, 46 respondents representing 14.1% were 36-40 years, 25 respondents representing 7.6% were 41-45 years, and 14 respondents representing 4.3% were 46 and above, indicating that most of the respondents were between 20-25 years. Also, 64 respondents representing 19.6% had SSCE, 102 respondents representing 31.2% had NCE/ND, 154 respondents representing 47.1% HND/Bachelor's degree, and 7 respondents representing 2.1% had Master's degree. Furthermore, 112 respondents representing 34.3% had 1-4 years of experience, 146 respondents representing 44.6% had 5-10 years, 46 respondents representing 14.1% had 11-15 years, 7 respondents representing 2.1% had 16-20 years, 8 respondents representing 2.4% had 21-25 years, and 8 respondents representing 2.4% had 26-30 years.

**Table 2: Descriptive Analysis of Responses on the level of customer perspective on electronic banking in deposit money banks in Ado-Ekiti, Ekiti State, Nigeria**

| Customer Satisfaction                                     | VH             | H              | L             | VL            | Mean |
|-----------------------------------------------------------|----------------|----------------|---------------|---------------|------|
| I don't have plan to change my bank in future             | 119<br>(36.4%) | 109<br>(33.3%) | 56<br>(17.1%) | 43<br>(13.1%) | 2.93 |
| I will refer my friends to the bank products and services | 92<br>(28.1%)  | 156<br>(47.7%) | 47<br>(14.4%) | 32<br>(9.8%)  | 2.94 |
| This bank leaves me a pleasant impression                 | 102<br>(31.2%) | 113<br>(34.6%) | 90<br>(27.5%) | 22<br>(6.7%)  | 2.90 |
| I am satisfied with the decision to choose this bank      | 103<br>(31.5%) | 137<br>(41.9%) | 50<br>(15.3%) | 37<br>(11.3%) | 2.94 |
| My bank always meets my expectation                       | 95<br>(29.1%)  | 136<br>(41.6%) | 68<br>(20.8%) | 28<br>(8.6%)  | 2.91 |
| My bank usually deducts undue charges from my account     | 95<br>(29.1%)  | 111<br>(33.9%) | 84<br>(25.7%) | 37<br>(11.3%) | 2.81 |
| Weighted Mean for customer satisfaction                   |                |                |               |               | 2.91 |

### Customer Loyalty

|                                      |         |         |         |         |      |
|--------------------------------------|---------|---------|---------|---------|------|
| I regularly patronize my bank        | 119     | 125     | 57      | 26      | 3.03 |
|                                      | (36.4%) | (38.2%) | (17.4%) | (8.0%)  |      |
| I seldom think of changing my bank   | 104     | 101     | 69      | 53      | 2.78 |
| to another one                       | (31.8%) | (30.9%) | (21.1%) | (16.2%) |      |
| I use my bank each time I need to    | 108     | 114     | 75      | 30      | 2.92 |
| make any financial transaction       | (33.0%) | (34.9%) | (22.9%) | (9.2%)  |      |
| I consider my bank as my preferred   | 100     | 151     | 51      | 25      | 3.00 |
| choice                               | (30.6%) | (46.2%) | (15.6%) | (7.6%)  |      |
| Each time I want to make any         | 104     | 149     | 38      | 36      | 2.98 |
| financial transaction, my bank is my | (31.8%) | (45.6%) | (11.6%) | (11.0%) |      |
| first choice                         |         |         |         |         |      |
| Weighted Mean for customer           |         |         |         |         | 2.94 |
| loyalty                              |         |         |         |         |      |

### Customer Trust

|                                     |         |         |         |         |      |
|-------------------------------------|---------|---------|---------|---------|------|
| My information is secured with the  | 124     | 174     | 18      | 8       | 3.28 |
| bank                                | (37.9%) | (53.2%) | (5.5%)  | (2.4%)  |      |
| My bank always give accurate        | 116     | 122     | 59      | 30      | 2.99 |
| statement of account                | (35.5%) | (37.3%) | (18.0%) | (9.2%)  |      |
| My bank is reliable                 | 87      | 168     | 42      | 30      | 2.95 |
|                                     | (26.6%) | (51.4%) | (12.8%) | (9.2%)  |      |
| My bank meets my needs              | 97      | 122     | 60      | 48      | 2.82 |
|                                     | (29.7%) | (37.3%) | (18.3%) | (14.7%) |      |
| My bank has a reputation for having | 93      | 137     | 59      | 38      | 2.87 |
| its customers interest at heart     | (28.4%) | (41.9%) | (18.0%) | (11.6%) |      |
| Weighted Mean for customer trust    |         |         |         |         | 2.98 |
| Overall mean for customer           |         |         |         |         | 2.94 |
| perspective                         |         |         |         |         |      |

---

**Source: Field Survey Results (2022)**

According to results in Table 2, the overall mean for customer perspective of electronic banking service is 2.94 and based on the decision scale, suggest that the respondents agree with the statement representing customer perspective of electronic banking service such as customer satisfaction, customer trust, and customer loyalty. This imply that the level of customer perspective of electronic banking service on the level of agreement of customer is moderately high however, there is room for improvement for these banks to achieve superior customer experience.

**Research Question Two:** What is the level of information security capability of electronic banking services among Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria?

**Table 3: Descriptive Analysis of Responses on the level of information security capability of electronic banking services among Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria**

| Information Confidentiality                                                            | VH             | H              | L             | VL             | Mean |
|----------------------------------------------------------------------------------------|----------------|----------------|---------------|----------------|------|
| No one is at my back to view my PIN when making transaction                            | 196<br>(59.9%) | 101<br>(30.9%) | 9<br>(2.8%)   | 21<br>(6.4%)   | 3.44 |
| I always check my account balance/statements to check for any unauthorized transaction | 165<br>(50.5%) | 115<br>(35.2%) | 41<br>(12.5%) | 6<br>(1.8%)    | 3.34 |
| I share my PIN using an SMS                                                            | 56<br>(17.1%)  | 103<br>(31.5%) | 84<br>(25.7%) | 84<br>(25.7%)  | 2.40 |
| I share my password with money agents who assist me whenever I want to send money      | 61<br>(18.7%)  | 67<br>(21.1%)  | 99<br>(30.3%) | 98<br>(30.0%)  | 2.28 |
| I send my staff to withdraw with my ATM card                                           | 52<br>(15.9%)  | 60<br>(18.3%)  | 84<br>(25.7%) | 131<br>(40.1%) | 2.10 |
| Weighted Mean for information confidentiality                                          |                |                |               |                | 2.71 |



### Information Integrity

|                                                         |                |               |               |                |      |
|---------------------------------------------------------|----------------|---------------|---------------|----------------|------|
| I change my bank app PIN regularly                      | 85<br>(26.0%)  | 71<br>(21.7%) | 67<br>(20.5%) | 104<br>(31.8%) | 2.42 |
| I create unique password that is<br>difficult to use    | 115<br>(35.2%) | 58<br>(17.7%) | 91<br>(27.8%) | 63<br>(19.3%)  | 2.69 |
| I saved my PIN in the saved items of<br>my mobile phone | 89<br>(27.2%)  | 98<br>(30.0%) | 51<br>(15.6%) | 89<br>(27.2%)  | 2.57 |
| I share my bank app with my spouse                      | 92<br>(28.1%)  | 96<br>(29.4%) | 36<br>(11.0%) | 103<br>(31.5%) | 2.54 |
| My BVN is shared with my siblings                       | 41<br>(12.5%)  | 80<br>(24.5%) | 77<br>(23.5%) | 129<br>(39.4%) | 2.10 |

Weighted Mean information  
integrity

### Information Availability

|                                                                        |                |                |               |               |      |
|------------------------------------------------------------------------|----------------|----------------|---------------|---------------|------|
| I am the only one that has access to<br>my bank application            | 158<br>(48.3%) | 109<br>(33.3%) | 45<br>(13.8%) | 15<br>(4.6%)  | 3.25 |
| I do access bank application from<br>any location through the internet | 127<br>(38.8%) | 86<br>(26.3%)  | 78<br>(23.9%) | 36<br>(11.0%) | 2.93 |
| All my transaction records are<br>accessed through the internet        | 149<br>(45.6%) | 59<br>(18.0%)  | 86<br>(26.3%) | 33<br>(10.1%) | 2.99 |

Weighted Mean for information  
availability

Overall mean for information  
security capability

Decision rule 1.00 – 1.49= very low, 1.50 – 2.49= low, 2.50 – 3.49 = high, 3.50 -4  
high.

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

**Source: Field Survey Results (2022)**

According to results in Table 3, in all, the overall mean score for the level of information security capability as it concerns electronic banking service in Ado-Ekiti is 2.74 and this suggest that the respondents agree with many of the statement representing information security capability such as confidentiality, integrity, and availability. More specifically, each of the measure of information security capability examined which include confidentiality, integrity, and availability had mean scores 2.71, 2.64, and 2.74 respectively to suggest that the respondents agree with many of the statement representing each measure and this offers reasonable evidence to say that the level of information security capability is moderately high.

### Test of Hypothesis

**H<sub>01</sub>:** There will be no significant influence of information security capability (information confidentiality, information integrity and information availability) on customers' perspective of electronic banking services of Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria.

The data for information security capability (independent variable) was generated by summing responses of all variable items (Information confidentiality, information integrity and information availability) respectively while that of (dependent) was generated by adding responses of all items (customer satisfaction, trust, and loyalty) used to measure the variable. The regression test results are presented in

Tables 3a-c

Table 4a-c: Summary of multiple regression analysis for the influence of information security capability on customers' perspective of electronic banking of Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria

### Model Summary

|         | R                 | Adjusted R | Std. Error of the |
|---------|-------------------|------------|-------------------|
| Model R | Square            | Square     | Estimate          |
| 1       | .599 <sup>a</sup> | .359       | .353              |
|         |                   |            | .42062            |

a. Predictors: (Constant), Information availability, Information Confidentiality, Information Integrity

### ANOVA<sup>a</sup>

|       |            | Sum of  |     |             |        |                   |
|-------|------------|---------|-----|-------------|--------|-------------------|
| Model |            | Squares | Df  | Mean Square | F      | Sig.              |
| 1     | Regression | 31.945  | 3   | 10.648      | 60.188 | .000 <sup>b</sup> |
|       | Residual   | 57.145  | 323 | .177        |        |                   |
|       | Total      | 89.090  | 326 |             |        |                   |

a. Dependent Variable: Customer Perspective

b. Predictors: (Constant), Information availability, Information Confidentiality, Information Integrity

### Coefficients<sup>a</sup>

|       |                             | Unstandardized |            | Standardized |       |      |
|-------|-----------------------------|----------------|------------|--------------|-------|------|
|       |                             | Coefficients   |            | Coefficients |       |      |
| Model |                             | B              | Std. Error | Beta         | T     | Sig. |
| 1     | (Constant)                  | 1.246          | .138       |              | 9.025 | .000 |
|       | Information Confidentiality | .269           | .048       | .307         | 5.660 | .000 |
|       | Information Integrity       | .091           | .036       | .147         | 2.507 | .013 |
|       | Information availability    | .242           | .033       | .358         | 7.290 | .000 |

a. Dependent Variable: Customer Perspective

### Source: Field Survey Results (2022)

Table 4a-c presents the results of the multiple regression analysis for the influence of information security capability on Customers' perspective of electronic banking services of Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria. From the results in Table 4.6a, information security capability has a positive and strong relationship with customers' perspective of electronic banking services of Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria ( $R = 0.599$ ). The coefficient of determination ( $\text{Adj. } R^2$ ) of 0.353 shows that information security capability account for 35.3% of the changes in customers' perspective

of electronic banking services of Deposit Money banks in Ado-Ekiti, while the remaining 64.7% variation in customers' perspective of electronic banking services of Deposit Money banks in Ado-Ekiti, explained by external variables not investigated in regression model of this study. Table 4b presents the results of ANOVA (overall model significance) of regression test which revealed that information security capability has a significant influence on customers' perspective of electronic banking services of Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria. This can be explained by the F-value (60.188) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that information security capability significantly influenced the on customers' perspective of electronic banking services of Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria.

In addition, the results of regression coefficients in table 4c, revealed that at 95% confidence level, a unit change in information confidentiality will lead to a 0.269 increase in the customers' perspective of electronic banking services of Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria, given that all other factors are held constant. Also, at 95% confidence level, a unit change in information integrity will lead to a 0.091 increase in the customers' perspective of electronic banking services of Deposit Money banks in Ado – Ekiti, Ekiti State, Nigeria given that all other factors are held constant. Also, at 95% confidence level, a unit change in information availability will lead to a 0.242 increase in the customers' perspective of electronic banking services of Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria given that all other factors are held constant.

Of the information security capability indicators examined, information confidentiality ( $\beta=0.269$ ) has the highest relative influence on Customers' perspective of electronic banking services of Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria followed by information availability ( $\beta=0.242$ ) and lastly, information integrity ( $\beta=0.091$ ) had the least relative influence on customers' perspective of electronic banking services of Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria. On the strength of this result (Adj.  $R^2= 0.353$ ,  $F(3, 323)= 60.188$ ,  $p= 0.000$ ), this study rejects the null hypothesis one ( $H_01$ ) which states that there will be no significant influence of information security capability on customers' perspective of electronic banking services of Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria .

### Discussion of Findings

The first research question of study focused on identifying the level of customer perspective on electronic banking in money deposit banks in Ado-Ekiti, Ekiti State, Nigeria. The result of the descriptive statistics revealed that the level of customer

perspective of electronic banking service on the level of agreement of customer is moderately high given the overall mean score of 2.94. This suggest that the respondents agree with the statement representing customer perspective of electronic banking service such as customer satisfaction, customer trust, and customer loyalty. However, the management of the deposit money banks in Ado-Ekiti should be definitive on policies and practices that will improve customer experience as it affect satisfaction, trust, and loyalty. The second research question of study focused on identifying the level of information security capability of electronic banking services among Deposit Money banks in Ado-Ekiti, Ekiti State, Nigeria. The result of the descriptive statistics revealed that the level of information security capability is moderately high given the overall mean score of 2.74. Nonetheless, customers need to be careful concerning issues such as 'I share my PIN using an SMS', 'I share my password with money agents who assist me whenever I want to send money', 'I send my staff to withdraw with my ATM card' and 'My BVN is shared with my siblings' because these are potential source of breach of confidentiality when accessed by third party. Consequently, management of the Deposit Money Banks in Ado-Ekiti should continue to sensitize their customers on the need to understand the objective behind information confidentiality.

Hypothesis one result of multiple regression analysis for the influence of information security capability (information confidentiality, information integrity and information availability) on customers' perspective of electronic banking services of deposit money banks in Ado-Ekiti, Ekiti state, Nigeria. The study revealed that information security capability has positive and significant influence on customers' perspective of electronic banking services of deposit money banks in Ado-Ekit, Ekiti state Nigeria. Hence, the study rejects the null hypothesis one ( $H_01$ ). There will be no significant influence of information security capability (information confidentiality, information, integrity and information availability) on customers' perspective of electronic banking services of Deposit Money banks in Ado-Ekiti, Ekiti state. The findings of hypothesis one found support in prior empirical studies. For example, in a research conducted to examine the influence of electronic banking on customer satisfaction in commercial banks (Gomachab & Maseke, 2018).

Furthermore, this result is inconsistent with findings in another study conducted to determine the behavioral intentions of customers to electronic banking (Minjoon & Sergio, 2016). The results indicated that the higher levels of trust in a service provider will lead to a greater intention on the part of user to engage in electronic banking transactions. This negative association between perceived trust and electronic banking was identified in

situations where customer responded to not trusting the electronic service providers as well as electronic banking system. The possible reason for the adverse effect of trust on mobile banking usage could be attributed to the fact that, customer's lack of trust on mobile network service providers and mobile banking technology. Conclusively, Electronic Banking is challenged by cybercrimes, as one can maneuver the whole aspect from a distance and become unrecognized acts of phishing.

### **Conclusion and Recommendation**

The essence of information security is significant when it comes to satisfying or enhancing customers' perspectives of banking services as well as the success of any financial institution, the need to enhance information security and is critical because it is key to better performance as it increases long-term financial gain and customer retention and trust capability. Based on the findings of this study, it is therefore recommended that management of the selected banks should explore every opportunity to ensure banking staff remain neutral so as to prevent situation relating to information Security Bridge relating to customer's transaction, personal information and privacy. The Central Bank of Nigeria (CBN) also, should provide adequate regulatory framework that will ensure customer protection and security of transaction making it more secured thereby boosting customer confidence in e-banking. Furthermore, management of these deposit money banks should continuously innovate and offer better security and reliable applications to enhance users' confidence towards e-banking services productivity of academic staff of tertiary institutions in Ekiti State, Nigeria.



## References

- Anderson, E.W. (2019). Customer Satisfaction and Word of Mouth. *Journal of Service Research*, 1(1), 5-17.
- Anthanassopoulos, A., Gounaris, S. & Sathakopoulos, V. (2020). Behavioural responses to customer satisfaction: an empirical study. *European. J. Mark*, 35 (5/6), 687-707.
- Ball, D., Coelho, P. S. & Machas, A. (2018). The role of communication and trust in explaining customer loyalty an extension to the European Customer Satisfaction Index (ECSI) model, *European. Journal of Marketing*, 38(3), 1272-1293.
- Bowen. J. T. & Chen, S. L. (2018). The Relationship between customer loyalty and customer satisfaction. *International Journal of Contemporary Hospitality Management*, 213-217.
- Caruana. A (2017). Service loyalty: the effects of serviced quality and the mediating role of customer satisfaction. *European J. Mark*, 36 (7/8), 28-811.
- Chau, V.S. & Ngai, W. L. C. (2018). The youth market for Internet banking services: perceptions, attitude and behaviour. *Journal of Services Marketing*, 24(1), 42-60.
- Christopher, C. & Lauren, W. (2018). Principles of Marketing and Services, Translated by Dr. Abolfazl Ardeshtir (Tajzadeh Namin); First edition; Tehran: Samt Publications.
- Coelho, F. & Easingwood, C. (2017). Multiple channel structures in financial services: a framework, *Journal of Financial Services Marketing*, 8(1), 22-34.
- Coetzee, J., Van Zyl, H. & Tait, M. (2019). Perceptions of service quality by clients and contact-personnel in the South African retail banking sector. *Southern African Business Review*, 17(1), 1-22.
- Compaq (2013). Next-generation retail banking, viewed 1 September 2013. Available at: <http://nonstop.compaq.com/view.asp?IO=5985>. 2013.
- Dilsath, A. (2016). Customer Services and Satisfaction-A study with reference to customers of select public sector banks at Chennai-An Introduction, University of Madras.
- Gomachab, R. & Maseke, B.F. (2018). The impact of mobile banking on customer satisfaction: Commercial banks of Namibia (Keetmanshoop). *Journal of Internet Banking and Commerce*, 23(2), 1-18.
- Johnson, M. D. & Nilsson, L. (2018). The Importance of Reliability and Customization from Goods to Services, *Quality Management Journal* 10, 1-15.
- Kaplan, R. & Norton, D. (1992). The balanced scorecard: Measures that drives performance. *Harvard Business Review*, 70, 1, 71-79.
- Karjaluoto, H., Mattila, M. & Pento, T. (2017). Factors Underlying Attitude Formation towards Online Banking in Finland. *International Journal of Bank Marketing*, 20 (6), 261-272.

- Kaynak, E. & Harcar, T.D. (2015). Consumer Value Creation in Mobile Banking Services', *International Journal of Technology Marketing*, 1(1), 62–78.
- Krejcie, R.V. & Morgan, D.W. (1970). Determining Sample Size for Research Activities. Educational and Psychological Measurement. Accessed 30<sup>th</sup> November 30, 2020.
- Kuralovian, G. (2017). Customers satisfaction on new banking technology-A study with reference to public sector banks, University of madras.
- Liu, R. R. & Zhang, W. (2018). Informational influence of online customer feedback: An empirical study. *Journal of Database Marketing & Customer Strategy Management*. 17, 120-131.
- Lundahl, N., Veghom, F. & Silver, L. (2019). Technical and Functional Determinants of Customer Satisfaction in the Bank-SME Relationship, *Managing Service Quality* 19, 581-594.
- Minjoon, J. & Sergio, P. (2016). Examining the Key Dimensions of Mobile Banking Service Quality: An Exploratory Study. *International Journal of Bank Marketing*, 34(3), 307-326.
- Mishkin, F. S. (2018). *The Economics of Money, Banking and Financial Markets, 6th Edition*. MA: Addison-Wesley, Reading.
- Oliver, R. F. (2013). A conceptual model of service quality and service satisfaction: compatible goals, different concepts. *Advances in Services Marketing and Management*, 2, 65-85.
- Parasuraman, A., Zeithaml, V. A. & Berry, L. L. (2018). SERVQUAL: A Multiple Item Scale for Measuring Consumer Perception of Service Quality, *Journal of Retailing* 64, 12-37.
- Sarokhani, B. (2019). Research methods in social sciences, Tehran, *Humanities and Cultural Studies Research Center*.
- Sedqiani, J. S. & Ebrahimi, I. (2020). Havaye Tazeh Publications, *Advanced Statistical Analysis*, 6, 14-23.
- Sekaran, U. (2017). Research Methods in Management, Translated by Mohammad Saebi and Mahmoud Shirazi; Learning Center for Public Management.
- Stafford, M.R. (2018). Determinants of Service Quality and Satisfaction in the Auto Casualty Claims Process, *Journal of Service Marketing* 12.
- Tsoukatos, E. & Rand, G. (2019). Path analysis of perceived service quality, satisfaction and loyalty in Greek insurance. *Managing Service Quality*, 16, 501-19.
- Whitman, M. E. & Mattord, H. J. (2017). Management of Information Security, Course Technology; 67
- Wilson, A., Zeithaml, V., Binter, M. & Gremler, D. (2018). *Service Marketing: Integrating Customer Focus Across the Firm*. London: McGraw-Hill,

- Wirtz, J. (2017). Consumer satisfaction with services: integrating recent perspectives in services marketing with the traditional satisfaction model. *Asia Pacific Advances in Consumer Research*, 1, 153-159.
- Wong, D. H., Rexha, N. & Phau, I. (2018). Re-examining traditional service quality in an e-banking era. *International Journal of Bank Marketing*, 26(7), 526-45.

## Organizational Culture and Job Performance of Secretaries in Federal Tertiary Institutions in Niger State, Nigeria

<sup>1</sup>Abdulkadir Ndawancin ABDULLAHI and <sup>2</sup>Ayodele John ALONGE, PhD

<sup>1</sup>The Federal Polytechnic Bida, Niger State, Nigeria

<sup>2</sup>University of Ibadan, Oyo State, Nigeria

<sup>1</sup>aawancin@yahoo.com, 08032884602

### Abstract

*The main objective of this research is to examine and analyses how organizational culture influence the performance of the secretaries of Federal Tertiary Institutions in Niger State, Nigeria. A cross-sectional survey research design was adopted. Population consists of 165 secretaries of the selected Federal Tertiary Institutions in Niger State, Nigeria. A total enumeration approach was adopted because the sample size was small. A validated questionnaire was used to collect data. The reliability co-efficient for the constructs ranged from 0.609 - 0.754. Data collected was analyzed using descriptive and inferential statistics. The result revealed that Organizational culture has strong positive and statistically significant influence on job performance. The study concluded that organisational culture significantly influences the job performance of secretaries in Federal Tertiary Institutions in Niger State, Nigeria. It was recommended that management of Federal Tertiary Institutions should focus on seminars that reminds the secretaries of the importance of adhering to the culture of the institutions, ensure that all factors that aid timely response of secretaries while on duty should be enhanced to encourage their secretaries to work effectively and efficiently.*

**Keywords:** Organisational culture, Job performance, Federal Tertiary Institutions, Niger State, Nigeria.

### Introduction

Performance has been considered as the overall achievement of an employee or organization in agreement with a given responsibility towards achieving a set goal (Purwadi, Darma, Widya & Dedy, 2020). Arif, Zanudun & Hamid 2019, posit that performance has been shown to be linked with both employee and management of an organization in carrying out all of the organization's aspirations, purpose, vision, and desires. Job performance therefore, refers to the behaviours and activities that are carried out in order to achieve the organization's goals and objectives, and it measures the effectiveness of an employee's specific actions in attaining those goals. The job of

management is to bring people together to achieve business goals and objectives by efficiently and effectively utilizing existing resources. Job performance may be improved by focusing on aspects that boost employees' motivation, creativity, job happiness, and comfort in the workplace. Nevertheless, individual performance is extremely important to both companies and people. It's worth noting that individual job performance is sometimes linked to work habits that are important for accomplishing corporate goals and are under the control of the individual job holder. Job performance can be viewed in a number of ways, as a way of reaching a goal or set of objectives within a job, function, or organization, but not as the actual consequences of activities conducted inside a job (Rabindra & Lalatendu, 2017). It can also be defined as a coordinated effort to complete tasks that involve converting inputs into high-quality outputs consistent with the staff's skills, abilities, and experience, with the help of supporting factors and the appropriate working environment to complete this effort accurately, quickly, and affordably (Koopmans, Berhudaards, Hilderbrandt, Vet & Berk, 2014). This is true for all enterprises, including educational institutions.

One of the most significant components of every educational institution are office managers, mainly secretaries and other office personnel. They are crucial in supplying support to any educational system, including universities, polytechnics, and other institutions. General office administration, answering phones, keeping documents, and a number of other responsibilities, such as maintaining official records, maintaining and auditing money flows and records, and fundraising from private persons and foundations, are all part of this support (development and advancement) (development and advancement). When they don't have a skilled, experienced, or trustworthy secretarial staff to handle their job processes outside of teaching in the classroom<sup>3</sup>, academics could be said to be disillusioned, powerless, or preoccupied. As a consequence, the major job of any academic secretary is to aid in the development of stability in one's profession and the capacity to perform appropriately without stress. In general, every company and institution need a set number of secretaries and bureaucrats (administrators) to carry out administrative obligations within a legal body. Going with various definitions given to job performance, they all suggest that a high-performing employee has the power to enrich his or her own life, the lives of others and the organization in general. However, close observation revealed that the performance of secretaries in the selected institutions has been experiencing a decline with issues ranging from inadequate staff, limited access to training, workshops and conferences, lack of effective work tools, denial of additional tasks, among others. All these challenges have ripple effect on the overall performance of the selected institutions.

Organizational culture on the other hand, is a collection of shared beliefs and behaviours among workers that, when utilized as a tool, helps the firm accomplish its objectives (Schein, 2016). Organizational culture refers to people's attitudes that separate them from one another, whether inside or outside the company. This includes the employee's ideals, beliefs, and practices that vary from those of the other organization (Hofstede, 2011). It is a habit that applies to an organization. This further suggests that every organization is unique with its different patterns as well as customs (Paais, & Pattiruhu, 2020). Furthermore, Keen and Morton, 2012 explain that Organizational culture's norms and values have a major influence on people who are directly or indirectly affiliated with the organization. These standards are invisible, yet they have a tremendous influence on worker performance and revenue. Shared value is the most vital feature. A strong organizational culture supports adaptability and increases employee performance by encouraging workers to strive for a single purpose and objective; and ultimately, influencing and directing employees' behaviour in that direction should be at the forefront of operational and functional strategies. Employees' shared value is one of the most significant factors of corporate culture. Accordingly, Saad & Abbas, 2018 stated that, Organization culture can be traced to being on structure which goes a long way to explain how employees think and make decisions.

Similarly, it is commonly understood that shared and strongly held values help management to foresee employee responses to various strategy alternatives, and that diminishing these values may have undesirable consequences (Quinn, & Rohrbaugh, 2012). The company culture and employee performance have a good connection. The organizational culture, according to this research, has an influence on boosting employee performance. The performance of the workforce is increased by a pleasant and competitive company culture. Employees will be driven to work hard if the workplace culture appears "like home." If the organizational culture encourages effective working and is strong and inspiring, people of the organization are encouraged to do so. Employee performance is mirrored in corporate culture. It is proportional to the performance of the employees. It is therefore suggested according to other studies carried out that organizational culture positively and significantly influence job performance.

Organizational culture and job performance, have been researched experimentally (Soomro & Shah, 2019; Paais et al, 2020; Nwakoby, Okoye & Anugwu, 2019; Fidyah & Setiawati, 2020). However, academics in Nigeria seem to have given less attention to this study focusing on organizational culture, especially in the context of Federal Tertiary Institutions in Niger State. This suggests a gap that should be examined. To that end, the



purpose of this study is to look into the combined influence of organizational culture on secretaries' job performance in Niger State's Federal Tertiary Institutions.

## **Literature Review**

### **Organizational Culture and Job Performance**

Employee skills and abilities remain mostly constant in the short term. Employees acquire an attachment to work or make an effort to do better when they are content with their employment and their needs are met, and they develop an effort to perform better. Improved work performance is the outcome of greater effort. Employee work performance is classified into two categories: 'can do' and 'will do.' The former refers to an individual's knowledge, skill, ability, and other characteristics (KSAOs) that are necessary to accomplish a given occupation (Porter & Lwaler, 2017).

In order to adequately comprehend a holistic view of the construct, job performance should be assessed in terms of task performance and contextual performance. This is owing to the fact that contextual performance refers to the behaviours that support core task performance in order to promote organizational effectiveness. In essence, task performance relates to the behaviours necessary to execute work responsibilities, while contextual performance is required to safeguard and develop the organization's organizational, social, and psychological environment. In assessing job performance, both components of performance are crucial to accomplishing corporate objectives. It is vital to combine task and contextual performance as they are closely connected and difficult to differentiate since behavioural components of work performance are extremely subjective. This demonstrates that supervisory evaluations are impacted by task and context performance. In other words, since supervisors assess and integrate task and contextual characteristics in grading their subordinates' overall work performance, both dimensions offer unique variation to the job performance domain.

Bandura's social learning theory introduced in 2007, is a solid approach for analyzing job performance. The self-efficiency construct, which relates to people's self-beliefs in their competence to execute certain activities (professionalism), has been proved to be a consistent predictor of motivation or task performance, as well as an impact on personal goal setting. Self-efficiency is a collection of beliefs that determines people's choices, objectives, and the amount of labor they desire to put into an activity, as well as the length of time they remain at a task when confronted with failure or challenges (responsiveness and time management) (responsiveness and time management). Professionalism,

responsiveness, and time management are among the qualities. These qualities may be used to assess the work performance of secretaries in educational institutions. These three (3) criteria will be utilized to analyze job performance among secretaries in Federal Tertiary Institutions for the objectives of this research. Professionalism refers to a professional's required degree of competence or expertise (secretaries) (secretaries). The ability of secretaries to react swiftly and positively to work in order to perform tasks successfully and according to the quality of work intended is referred to as responsiveness. Time management refers to an evaluation of a secretary's competence to perform obligations precisely within the time allocated and scheduled (Hofstad 2011)

The most basic description of culture is how we do things around here. It's a combination of beliefs and ideas, acceptable and unacceptable conduct standards, written regulations, demands, and expectations from the top, formal and informal systems, processes and procedures, and networks. As a consequence, an organization's culture is molded by its history, a variety of external and internal influences, as well as the objectives and values of its significant employees. Culture is the collective mental training that divides members of one group or category of people from those of another (Martins & Martins, 2012). Using a scientific approach from factor analysis, the impacts of a society's culture on its members' values and how these values connect to conduct. Organizational culture is described as a collection of values, attitudes, and behaviour patterns that create an organization's fundamental identity and impact employee behavior. Organizational culture is imparted, taught, and handed down to workers; it assists in the organization's capacity to adapt to changing situations and integrate within. The fundamental ideas, beliefs, and moral principles that have a key effect on the organization's management system are referred to as organizational culture (Schein, 2011).

It is far from a gain saying that employees in a stable firm or institution know who is in authority, who they must report to, and what they must achieve. Organizations striving for structuring and harmonizing human effort for optimal efficiency have stable cultures that are predictable, rule-oriented, and bureaucratic (Njugi & Nickson; 2014). When the environment is stable and predictable, these cultures may enhance the organization's performance by maintaining constant production levels. Predictability, efficiency, and stability are long-term priorities of stable or bureaucratic governments. In this sort of society, behavior norms encourage formality over informality.

Ahmadi, Mobaraki, Daraie & Salamzadeh, 2011 in their study also discovered that organizations may assist employees in improving their performance by agreeing on the

organization's values and beliefs, adapting to changes, and coordinating work and aligning individual and organizational objectives. In general, organizations can assist employees in improving their performance by agreeing on the organization's values and beliefs (organizational culture), adapting to changes, and coordinating work and aligning individual and organizational objectives, and planners cannot establish the basis and criteria for professional development without taking organizational culture into account.

An empirical investigation was conducted on building an organizational culture that stimulates and supports performance is critical for businesses looking to gain a competitive advantage. Findings of this study demonstrated that the environment of the firm had a favorable impact on both individual employee performance and workplace orientation (Tierney, 2018). Goal emphasis, means emphasis, incentive orientation, task support, and socio-emotional support are five factors of organizational atmosphere that influence performance. The study and it was discovered that when employees believe an organization cares about their well-being and best interests, when an environment of open debate and discussion exists, and when employees, particularly management, have trust in one another, they are more willing to take risks and propose new ideas to improve their performance.

The following hypothesis was tested at 0.05 level of significance

H<sub>01</sub>: There would be no influence of organizational culture on job performance of secretaries at Federal Tertiary Institutions in Niger State, Nigeria.

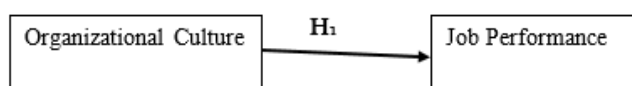


Fig 1: Conceptual Framework, 2022

## Methodology

This study employed a cross-sectional survey research approach. The design is found suitable as used by other researchers and utilized to assess the effect of organizational culture and performance of secretaries at Federal Tertiary Institutions in Niger State, Nigeria (Ibironke & Adenekan, 2022). This is in line with existing literature on the variables studied (Soomro, & Shah 2019). The participants in this study are the secretaries of all Federal Tertiary Institutions in Niger State, Nigeria which include Federal University of Technology, Minna, Federal Polytechnic, Bida, and Federal College of Education, Kontagora will form the population of this study being the federal tertiary institutions in Niger State. The sample size for the study is one hundred and sixty – five (165) which is

made up of all secretaries at the three chosen Federal Tertiary Institutions for the research. Total enumeration was adopted due to few population sizes. The instrument that was employed is a structured questionnaire, which was used to gather data from respondents because it enabled the researcher to simply examine the structured questions and replies in order to accomplish the study's purpose.

The researcher conducted the questionnaire through a reliability test to check that all of the questions measuring each variable in the study are consistent. The instrument's reliability was assessed in a pilot study with 30 copies of the questionnaire supplied to secretaries at Ibrahim Badamasi Babangida University (IBBU), Lapai, Niger State, which is not part of the population of the research. Primary data was obtained by a standardized questionnaire in line with prior research to fulfill the study's aims. A two-day training session was arranged for four (4) research assistants to aid with questionnaire administration, retrieval, and final sorting.

The data was examined using descriptive and inferential statistics by the researcher. For study questions one and two, descriptive statistics (mean, frequency distribution, standard deviation, and percentage) was employed. The null hypothesis was explored using inferential statistics and was tested at a significance level of 0.05. Statistical Package and Service Solution (SPSS) Version 24 was utilized to evaluate the data obtained for the research. A total of one hundred and sixty-five (165) copies of questionnaire were given, one hundred and fifty-eight (158) copies were returned. After sorting the questionnaires only one hundred and forty-four (144) copies were validated as properly completed and judged usable. The usable questionnaire indicated 95.4 percent response rate. The high response rate was obtained as the researcher administered the instruments with the aid of research assistants who made deliberate efforts in reaching out to the secretaries to request them to participate in the study.

### **Test of Hypothesis and Results**

The null hypothesis one which claims that there would be no significant impact of organizational culture on the work performance of secretaries at Federal Tertiary Institutions in Niger State, Nigeria was examined using multiple linear regression analysis. In the study, the values of job performance were regressed on the values of organizational culture sub-measure. The data for organizational culture (independent variable) was obtained by summing answers of all variable items correspondingly whereas that of job performance of secretarial staff (dependent) was generated by adding responses of all

items used to assess the variable. The regression test results are shown in Tables 4.6a-c

**Table 1a-c: Summary of Regression on the Influence of Organizational Culture on the Job Performance of Secretaries at Federal Tertiary Institutions in Niger State, Nigeria**

**a. Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .780 <sup>a</sup> | .608     | .597              | .34834                     |

a. Predictors: (Constant), Customs, Value, Norms, Beliefs

**b. ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | df  | Mean Square | F      | Sig.              |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1     | Regression | 26.141         | 4   | 6.535       | 53.859 | .000 <sup>b</sup> |
|       | Residual   | 16.866         | 139 | .121        |        |                   |
|       | Total      | 43.007         | 143 |             |        |                   |

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Customs, Value, Norms, Beliefs

**a. Coefficients<sup>a</sup>**

| Model |            | Unstandardized Coefficients | Std. Error | Standardized Coefficients | T     | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|
| 1     | (Constant) | .374                        | .190       |                           | 1.965 | .051 |
|       | Value      | .400                        | .084       | .384                      | 4.785 | .000 |
|       | Beliefs    | -.015                       | .084       | -.015                     | -.185 | .853 |
|       | Norms      | .192                        | .063       | .222                      | 3.028 | .003 |
|       | Customs    | .268                        | .058       | .329                      | 4.613 | .000 |

a. Dependent Variable: Job Performance

Source: Field Survey Data (2022)

From the data in Table 4.6a, organizational culture has strong positive and statistically significant link with the work performance of secretaries in Federal Tertiary Institutions in Niger State, Nigeria ( $R = 0.780$ ,  $p < 0.05$ ). The coefficient of determination (Adj.  $R^2$ ) of 0.597 shows that organizational culture predicts 59.7 percent of the variation in job performance of secretaries in Federal Tertiary Institutions in Niger State, Nigeria, while the remaining 48.2 percent variation in job performance of secretaries in Federal Tertiary Institutions in Niger State is explained by other extraneous other than those examined. Table 4.6b displays the findings of ANOVA (overall model significance) of regression test which demonstrated that organizational culture has substantial positive and statistically significant relationship with the work performance of secretaries in Federal Tertiary Institutions in Niger State, Nigeria. This may be explained by the F-value (53.859) and low p-value (0.000) which is statistically significant at 95 percent confidence range. Hence, the conclusion claimed that the common organisational culture in federal tertiary institutions in Niger State considerably affected the work performance of its secretarial employees.

Furthermore, the results of regression coefficients in table 4.6c, revealed that at 95 percent confidence level, a unit change in Value will lead to a 0.400 increase in job performance of secretaries in Federal Tertiary Institutions in Niger State, Nigeria, given that all other factors are held constant. Also, a unit change in Norms would lead to 0.330 rise in the work performance of secretaries at Federal Tertiary Institutions in Niger State, Nigeria, providing that all other parameters are maintained constant. Also, a unit change in Customs would lead to 0.268 rise in the work performance of secretaries at Federal Tertiary Institutions in Niger State, Nigeria., providing that all other parameters are maintained constant. Of all the organisational culture automation sub-variables investigated, value had the largest relative effect (Beta=.400). In second place is customs (Beta= 0.268) followed by norms (Beta= 0.192). However, Beliefs has minimal relative impact (Beta= 0.015,  $p = 0.853$ ). All the relative effect except for Belief were positive and statistically significant at probability levels less than 0.05 except integration. On the strength of this result (Adj.  $R^2 = 0.597$ ,  $F(4,139) = 53.859$ ,  $p = 0.000$ ), this study rejects the null hypothesis one ( $H_{01}$ ) which states that that there will be no significant influence of organizational culture on the job performance of secretaries in Federal Tertiary Institutions in Niger State, Nigeria.

### Discussion of Findings

The results of hypothesis one suggests that organisational culture in federal tertiary institutions in Niger State considerably affected the job performance of its secretarial staff. Hence, the results of hypothesis one found confirmation in earlier empirical research. This result is in support of other studies conducted on organizational culture and job



performance as it found there exists a positive and significant influence of organizational culture on job performance of secretaries in the selected Federal Tertiary Institutions in Niger State, Nigeria (Paais et al, 2020; Belogolovsky & Omechi, 2019; Purwadi, Dio, Febrianti & Mirwansyah, 2020).

Top management feels that the culture may be impacted via aligning views of the personnel. Employees at the operational level describes culture via a generic approach saying that culture is the mindset that individuals create by conducting their everyday job. Culture encourages workers to guide their thoughts towards the set of values defined by Wäertsilä; such culture is akin to the views of Schein (Lydia, 2014). Since Wäertsilä's culture reflects top down hierarchical structure, senior managers have a greater awareness of the relationship between culture and performance than workers at operational level. However, the findings are consistent with other previous studies who established the linkages between culture and performance. Understanding the relationship is crucial to identify the performance difficulties and therefore aligning the applicable leadership styles effecting the same. It was also discovered by the researcher via interviews with supervisors, department heads and team leaders at the various sections that the administrative framework put in place is not particularly flexible to the level where the culture may breed freely.

Similarly, Ogbeibu, Senadjki, & Gaskin, (2018) noted in their study that the importance of organisation leadership by having team work and team building require the creation of a climate in which productive and harmonious relationship can thrive and be maintained through partnership between management and employees for the team to flourish. The article indicated that the aspects of organizational culture that were investigated had considerable beneficial effect over the performance of workers. The article has sketched out four characteristics of organizational culture as well as highlighted the important link between them and employee performance. The study showed how company values, organisation environment, leadership styles and work procedures and systems influence on employee's performance.

The results of the article considerably illustrate both positive and negative mannerism of cultural traits which has important repercussions on personnel as well as organization's performance. The study also states that corporate culture is an open system approach which has interdependent and interactive relationship with employee's performance. Since employee's job performance is one of the important factors for a business to compete in this global market, the purpose of this study is to explain and empirically test the effect of

organisation values, organisation climate, leadership styles and work processes to the employee's job performance. The findings of this research imply that managers should concentrate on the aspects that have a substantial influence on employee work performance, if they wish to better their organizations. Based on the data, this research was able to disclose that organizational values have a more substantial influence on employee's work performance at Wäertsilä, than the organisation climate as is often thought as a vice versa relationship.

The stronger the organizational culture and organization has the better the overall performance that will be recorded (Arif, 2019). The essential of performance is crucial when it comes to defining success of an institution, the necessity to boost training among workers of the institutions is vital since it is key to improved job performance. More so, training experience affect work performance by assisting to increase employee skills, knowledge and abilities in order to reach the institutions set forth goals. Finally, dedication to culture of the institutions would boost performance of secretaries in the institutions.

### **Recommendations**

Based on the results of this investigation, the following suggestions were made:

1. Management of federal tertiary institutions in Niger state need to guarantee that all elements that help quick response of secretaries while on duty should be made accessible so as for the secretaries to enhance their performance.
2. Since organizational culture positively and significantly influence job performance of secretaries in federal tertiary institutions in Niger State, management of these institutions should focus on seminars that reminds the secretaries of the importance of adhering to the culture of the institutions to enhance administrative performance of the secretaries.

## References

- Ahmadi, S.A., Mobaraki, H., Daraie, M.R., & Salamzadeh, Y. (2011). Analysis between organizational culture and employee creativity in the ministry of health and medical education. *Journal of Shahrekord University of Medical Sciences*, 13(4), 28-34.
- Arif, S., Zainudin, H. K., & Hamid, A. (2019). Influence of Leadership, Organizational Culture, Work Motivation, and Job Satisfaction of Performance Principles of Senior High School in Medan City. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 2(4), 239-254.
- Bandura, R. (2007). Motivation, performance and job satisfaction of librarians. *Law Library Journal*, 71(2), 270-278.
- Belogolovsky, E. & Omech, S. A. (2019). Teachers' organizational citizenship behaviour: Examining the boundary between in-role behaviour and extra-role behaviour from the perspective of teachers, principals and parents. *Teaching and Teacher Education*.
- Conway J.M. (2015). Distinguishing contextual performance from task performance for managerial jobs. *Journal of Applied Psychology*, 84(1), 3-13.
- Fidyah, D. N., & Setiawati, T. (2020). Influence of organizational culture and employee engagement on employee performance: job satisfaction as intervening variable. *Review of Integrative Business and Economics Research*, 9(4), 64-81.
- Hofstede, G. (2011). *Cultures and organizations: Software of the mind*. London: McGraw-Hill.
- Ibironke, O. E. & Adenekan T.E. (2022). Innovation Capability and Customer Perspective of Deposit Money Banks in Ibadan, Oyo State, Nigeria. *International Journal of Office Administration and Information Management (IJOAIM)*, 2(2).
- Keen, P.G.W., & Morton, M.S.S. (2012). *Decision Support Systems: An Organizational Perspective*, (Reading, MA: Addison-Wesley),
- Koopmans, C. M., Berhnaards, V.H., Hilderbrandt, H.C., Vet, M.W., & Berk, A.J. (2014). Construct Validity of the Individual Work Performance Questionnaire. *Journal of Occupational and Environmental Medicine*, 56(3), 154-171.
- Martins, E. & N. Martins, (2012). An Organisational Cultural Model to Promote Creativity and Innovation, *Journal of Industrial Psychology*, 28(4), 58-65.
- Njugi & Nickson (2014). Effect of Organisation Culture on Employee Performance in Non-Governmental Organizations. *International Journal of Scientific and Research Publications*, 4 (11).
- Nwakoby, N. P., Okoye, J. F., & Anugwu, C. C. (2019). Effect of organizational culture on employee performance in selected deposit money banks in Enugu State. *Journal of Economics and Business*, 2(4).
- Ogbeibu, S., Senadjki, A., & Gaskin, J. (2018). The moderating effect of benevolence on the

- impact of organisational culture on employee creativity. *Journal of Business Research*, 90, 334-346.
- Paais, M., & Pattiruhu, J. R. (2020). Effect of motivation, leadership, and organizational culture on satisfaction and employee performance. *Journal of Asian Finance, Economics and Business*, 7(8), 577-588.
- Porter, L.W. & Lawler, E.E. (2017). "The Effect of Performance on Job Satisfaction." In Edwin A. Fleishman (ed) *Studies in Personal and Industrial Psychology*. Third Edition, Illinois.
- Purwadi, D., Caisar, D., Widya, F., & Mirwansyah, D. (2020). Exploration of leadership, organizational culture, job satisfaction, and employee performance. *Technium Social Science Journal*, 6, 116.
- Quinn, R.E., & Rohrbaugh, J. (2012). A spatial model of effectiveness criteria: towards a competing values approach to organizational analysis. *Management Science*, 29(3).
- Rabindra, K.P., & Lalatendu, K. J. (2017) "Employee Performance at Workplace: Conceptual Model and Empirical Validation" *Business Perspectives and Research*, K.J. Somaiya Institute of Management Studies and Research SAGE Publications, 5(1), 1-17.
- Saad, G. B., & Abbas, M. (2018). The impact of organizational culture on job performance: a study of Saudi Arabian public sector work culture. *Problems and Perspectives in Management*, 16(3), 207-218.
- Schein, E. (2016). "Culture: The Missing Concept in Organization Studies," *Administrative Science Quarterly*, 41.
- Soomro, B. A., & Shah, N. (2019). Determining the impact of entrepreneurial orientation and organizational culture on job satisfaction, organizational commitment, and employee's performance. *South Asian Journal of Business Studies*.
- Tierney, W.G. (2018). Organizational culture in higher education: Defining the essentials. *Journal of Higher Education*, 59(1), 2-21.
- Wambugu, L. W. (2014). Effects of Organizational Culture on Employee Performance (Case Study of Wartsila-Kipevu Ii Power Plant). *European Journal of business and management*, 6(32).

## Record Keeping for Administration among Office Managers in Niger State Polytechnic, Zungeru, Niger State

<sup>1</sup>Tolulope E. Adenekan, PhD; <sup>2</sup>Blessing N. Okanu and <sup>3</sup>Rachael A. Oloye

<sup>1</sup>Department of Information Management, Lead City University, Ibadan, Oyo State

<sup>2</sup>Dept. of Office Technology and Management, Niger State Polytechnic, Zungeru, Niger  
State

<sup>3</sup>Department of Office Technology and Management, The Polytechnic, Ibadan, Oyo State

<sup>1</sup>lizzyadenekan@gmail.com; <sup>2</sup>okanublessing28@gmail.com and

<sup>3</sup>oloye2rachael@gmail.com

### Abstract

*Information that is acquired, produced, processed, analyzed, distributed, saved, and retrieved over the course of business is the fundamental operational tool for the majority of enterprises, including polytechnics. These obtained data eventually turn into records that businesses may utilize to run their operations. The practices for managing records at polytechnics have undergone a significant shift as a result of ongoing technological improvements in all spheres of human life. Keeping records is crucial to a smoothly operating office. This is due to the fact that data is used by all businesses and organizations, including polytechnics, to make decisions and provide services. For instance, the records of the polytechnic system serve as a corporate memory aid that facilitates effective organization, planning, and decision-making. This study discusses record keeping for administration among office managers in Niger State Polytechnic, Zungeru, Niger State, Nigeria. Various problems facing record keeping as it affects office managers' administration were highlighted. The study concluded that office managers must be properly trained and enlightened as regards their duties and responsibilities in the Polytechnic.*

**Keywords:** Records Keeping, Records Management, Administration, Office Management

### Introduction

There have been significant changes in the ways records are kept at Nigerian Polytechnics as a result of the ongoing technological advancements in all spheres of human endeavour. Keeping records is crucial in any well-run office. This is due to the fact that all companies, including polytechnics, rely on information for decision-making and the provision of services. An organization's corporate memory, such as the polytechnic system's records, serves as a complement to human memory and aids in successful planning and decision-

making (Fasasi, 2004). The foundation of planning in a polytechnic context is accurate and effective record-keeping (Popoola, 2000). He said that without knowledge, the office management would be unable to plan effectively or make decisions.

According to Kermoni and Wamkoya (2000), records are nearly the only credible and legally verifiable source of data that may serve as evidence of the acts and transactions carried out at the polytechnic. According to research conducted by Egwunyenga (2009), tertiary institution records offer the functions, decisions, procedures, policies, and activities performed at various departments and offices in the polytechnic. Accordingly, if there are no records, the polytechnic's planning and decision-making procedures would be hampered. The importance of records in reducing uncertainty and facilitating decision making cannot be underestimated. It aids in understanding the method necessary to support the efficient control, possession, care, and disposal of polytechnic records for quality and improved services. Lack of documentation, insufficient skills by office managers, a lack of infrastructure, storage issues, poor supervision, and a bad records management program at the Polytechnic are some of the obstacles in records management. Thus, the aim of this paper is to discuss record keeping as it affects administration among office managers in Niger State Polytechnic, Zungeru, Niger State. Further, to discuss the challenges associated with record keeping among office manager and suggest way forward to ensure effective administration in Niger State Polytechnic, Zungeru, Niger State.

## **Literature Review**

For a long time, the issue of record keeping in organizations has captivated the literature, and this same issue in educational institutions has recently captivated a large literature in the area of problems in record management, because proper record management has enormous benefits in educational institutions (Egwunyenga, 2005). Proper records management according to theoretical and empirical research provides institutions like Niger State Polytechnic, Zungeru with many benefits (Akube, 1991; Edem, 2002; Akubo 2004; Mbiti, 2006). Among the benefits are: effective program design, planning, supervision, and monitoring; effective financial resource management; effective resource allocation to all units of the institution; proper assessment of student performance and needs; and improved instructional facilities for teaching and learning. Improper record management causes a variety of issues, including lost documents and misuse of material and financial resources (Akubo, 2004; Mbiti, 2006; Fasasi, 2010).

Academic institutions keep the following records: students' academic assessment booklet;



budgetary information; number of students and schools; institutional training and development; income and expenditure records of the institutions; resource allocation to the units of the institutions; number of teaching and non-teaching staff employed and their personal files; students' personal files; log book; the school diary; note of lesson; transfer certificate. Record management is critical in every organization, including government and non-governmental organizations. Good record management demonstrates how structured and efficient an organization is; record keeping plays an important part in connecting a company's past and present dealings. It is a vehicle that transports all of the organization's past and present actions.

The monitoring and administration of digital or paper records, regardless of format, is referred to as records management. The operations of records management include the production, receiving, maintenance, use, and disposal of records. A record is content that details a commercial transaction in this context. Contracts, memoranda, paper files, electronic files, reports, emails, films, instant messaging logs, and database entries may all include documentation. Paper documents can be kept in actual boxes either on-site or at a storage facility. Digital recordings can be kept on local storage media or on the cloud (TechTarget, 2022). Researchers indicated that these records must fulfill specific requirements, including secrecy, adequate maintenance, security, information preservation, and context (Akporhonor & Iwhiwhu 2007). Organizations keep records in two ways: manual (using office files, pen, paper, and pencil to process records) and electronic (using computers and other information management tools/devices) (Edem, 2002; Akubo, 2004; Igwoku, 2008).

According to Lawson (2022), records management is the system used to handle an organization's records from the time the record is created until it is archived or deleted. A records management process includes identifying, categorizing, and storing documents, as well as coordinating internal and external access. The process may also include policies and processes for creating and approving records, as well as enforcing such policies and practices. Every organization has a document called an organizational record that provides information about a transaction, activity, or event linked to the organization. Records management, often known as records and information management, is an organizational function committed to the management of information in an organization throughout its life cycle, from the time of production or reception until its final disposition, according to ARMA International (2013). This comprises identifying, categorizing, storing, safeguarding, retrieving, tracking, and permanently eliminating or preserving documents. To support this viewpoint, Government Records Service (2011) defines records

management as the entire spectrum of operations that an organization should conduct in order to appropriately manage its records. Setting records management policies, allocating roles, developing and promulgating processes and standards, and designing, implementing, and administering record keeping systems are all important activities. According to the Government Records Service (2011), records management is important because it enables an organization to: make evidence-based decisions; meet operational, legal, and regulatory requirements; be open and accountable; improve operational efficiency and effectiveness; and preserve organizational or collective memory.

### **Problems of Record Keeping as it affects Office Managers Administration**

Having strong skills is also vital in ensuring that recordkeeping processes are correctly applied. Skills are often described as an aptitude or competency in a task that is typically acquired by education, training, and/or experience (Jagger, 2017). This term demonstrates the importance of abilities in any sort of activity, including the process of conducting record keeping operations. Unfortunately, researchers have identified a number of concerns related to a lack of expertise. Wambui and Mercy (2017) discovered that companies confront the difficulty of a lack of competence and understanding on electronic procurement while using electronic procurement. Meanwhile, Chhabra et al. (2018) claimed that due to a lack of skills, training, and infrastructure, a substantial population in underdeveloped nations continues to be denied these services. Wallang and Tambi (2020) discussed some of the issues connected with educators, such as a lack of skills in test creation and administration, attitudes toward ongoing assessment, and record keeping, in terms of academic institutions. Regarding electronic records, Abiola and Ugwoke (2021), as mentioned in Ngoepe and Keakopa (2011), lament that a lack of talent and infrastructure to maintain electronic records in companies makes access to information difficult. Through this full description of present skill concerns, it is thought that a lack of skill is one of the aspects that adds to the difficulty of establishing effective record keeping methods in public polytechnics.

A policy is described as a broad guide for action and decision-making that makes it easier to attain goals in any field (Mubinovna & Nutfulloevna, 2020). It is critical to implement a record keeping policy in every business to ensure that record keeping processes fulfill their objectives. However, the concerns of absence of policy in organizations remain unresolved and actively debated by academics. Meanwhile, Bowker, L., and Villamizar, C. (2017) discovered that the literature on records management in Nigeria revealed an increasing worry over a lack of policies and procedures necessary for executing records management strategies. On the other hand, Netshakhuma (2019a) offered a review of literature that

revealed that the majority of institutions in Nigeria lacked strategies to decide record appraisal. Because record appraisal is a component of record keeping and is crucial to institutions, its absence might cause a slew of problems, particularly when it comes to assessing the institution's records. This is corroborated by Chikomba et al. (2021), who show how a lack of rules, guidelines, and standards has impacted records management activities such as creation, access, evaluation, and storage. The concerns of a lack of policy applied to record keeping methods are effectively described by these explanations. This also suggests that one of the difficulties in implementing record keeping standards at Polytechnic may be due to a policy issue.

A considerable association exists between appropriate record keeping abilities and practices. However, without enough understanding about record keeping execution and activities, the entire record keeping process may be inadequate. This may be seen in a number of incidents that occurred in various organizations. According to Baba and KarfaBizi (2021), one of the signs of bad record keeping was provided by Onaolapo and Adegbite (2014), whose study discovered that poor record keeping appears as a lack of knowledge. Furthermore, in the business context, Yoweri (2018) presents the study's findings, which reveal that the owners or managers of Small Medium Enterprise (SMEs) had a good attitude toward record keeping, but a lack of record keeping expertise caused them to commit more mistakes and fraud. As discussed, this is shown that the lack of knowledge could become part of the challenges in implementing proper record keeping in Niger State Polytechnic, Zungeru as well.

The establishment of record keeping procedures in public polytechnics necessitates enough finance for all record keeping activities. Inadequate finance may result in inability to execute good record keeping in public polytechnics. According to Arua et al. (2017), there is a problem in which little priority is given to records management operations and insufficient finances are allocated for records management, resulting in record keeping being ignored for many years. As a result of this issue, Campus (2019) said that insufficient money and poor-quality assurance due to different training restrictions might be attributed to weak strategic management abilities, as well as their inability to faithfully prepare strategically to put things in place. Then, as mentioned by Innocent (2020), the expense of records management is a projected difficulty, and insufficient money in the office contribute to some of the obstacles that employees encounter in achieving a sustainable development target. As explained, the lack of funds or insufficient financing is a critical factor that must be prioritized, particularly in the fulfillment of effective recordkeeping procedures implementation at Niger State Polytechnic, Zungeru.

In terms of responsiveness, record keeping methods need the use of an awareness strategy in institutions. This involves implementing the basic notion of awareness as well as the cause and effect of awareness in record keeping methods. This may be seen in the administration of financial records as well as other types of documents. According to the findings of the study done by Naheed et al (2019), there is a lack of knowledge among the people that without education, record keeping, and financial management, it is impossible to generate new ideas and operate a planned corporate system. In terms of medical records, Ghosh et al (2018) claimed that majority of the 1551 Practitioners were unaware of the timeframe, manner, and requirement for retaining treatment records post-treatment. According to Guto and Jumba (2021), as reported in Kemoni (2007), one of the issues of the public records keeping system is a lack of understanding among record professionals and government officials. According to the researchers' explanations, this has demonstrated that the issue of consciousness is a critical component that must be addressed. This is to guarantee that effective record keeping methods, especially for the record keeping operations at Niger State Polytechnic, Zungeru, may be fully implemented.

As a result of the aforementioned, record keepers, particularly office managers, must stay current on new database applications, software, and data security problems in order to protect the integrity of records. Database applications and record keeping software should also be secured for institutions' record keepers. To safeguard student academic data from viruses, schools must also purchase antivirus software and maintain a continual Internet connection (for updates). The management of institutions should create motivation and reward packages, as well as suitable checks and balances, for records keeping employees in order to protect them against efforts at bribery and record fabrication. In order to avoid any potential misbehavior in their activities, this also implies that those working as records managers should be of good moral character.

An institution's records are a sizable database that contains all the information needed for all upcoming planning and decision-making. Every single record made might later be used or referred to in crucial judgments, policy revisions, and so on. Records are an excellent resource for fact-checking or validating information as it relates to one or more team members since they serve as a record of the ongoing actions. There is no doubting that a less-than-ideal office atmosphere is produced by poorly maintained records, disorganized file systems, and frequent document loss, which can negatively affect employees' motivation or morale at work. Although the impact of these conditions on your team is difficult to measure, it is undeniably felt. The general atmosphere among the personnel can

be improved and more assurance that things are going according to plan can be provided by putting in place a reliable system for managing records.

Employing the services of capable recruiting firms may be appropriate in some cases to guarantee the proper procedure for reviewing job applications for particular tasks. For the purpose of controlling record-keeping procedures, every organization should have internal policies. These rules should mandate the creation of a set number of duplicates of sensitive documents in various forms, all of which must be stored under high security. This will lessen the frequency of data loss and the time it takes to retrieve files during power outages and hard disk failures. To prevent potential wrongdoing, record keeping professionals should receive new training and be made aware of all the issues influencing their job. Policies governing the repercussions of intentional misbehavior in records management should be put into place and made widely known.

## **Conclusion**

The difficulties with record keeping at Niger State Polytechnic in Zungeru have been mentioned. There are issues like improper records management, insufficient security for records, insufficient professionally trained records managers, insufficient resources to support proper records management practices in the institution, insufficient space for records management, loss of vital records in the institution, misplacement of vital records in the institution, insufficient computer terminals, lack of record keeping policy, lack of record retention, and lack of disseminated information, to name a few. Execution of management tasks is likely to be simple and efficient when records are maintained and used effectively. Maintaining records also helps office managers and administrators to be aware of their obligations and work diligently to meet educational goals. The management of the institution should, therefore, take all necessary steps to address the issues identified. If office managers are hired to oversee the institution's records but lack record management experience, steps should be taken to equip them with training (on the job training) in this area.



## References

- Abiola, E. O., & Ugwoke, E. O. (2021). Electronic Records Management Practices Implemented by Secretaries in Ministries, Department and Agencies in Kano State Nigeria. *International Journal of Management (IJM)*, 12(4), 205-218.
- Akporhonor, B. A., & Iwhiwhu, E. B. (2007). The Management of Staff Records at Delta State University Library, Abraka, Nigeria, *Library Philosophy and Practice (eJournal)*.106, 1-8.
- Akube, A. U., (1991). *Classroom Organization and Management: A 5-point strategy*, Ibadan: Wisdom Publishers Ltd.
- Akubo, A., (2004). Proper record keeping and effective management. Lagos: Concept and Prospects Publications Limited.
- ARMA International (2013). Glossary of Records and Information Management Terms, 3<sup>rd</sup> Edition. ARMA International. [https://en.m.wikipedia.org/wiki/Records\\_management](https://en.m.wikipedia.org/wiki/Records_management)
- Arua, G. N., Ebisi, E. M., & Ede, C. E. (2017) The Effectiveness of Personnel Records Management in College Library, Federal College of Education, Eha-Amufu, Nigeria. *Emerging Trends in Information and Knowledge Management*, 239.
- Baba, S. A., & KarfaBizi, M. (2021) Exploring the Effect of Financial Record Keeping on Financial Performance of Tertiary Institutions in Yobe state. *International Journal of Advances in Engineering and Management (IJAEM)* 3(5), 1607-1612. [www.ijaem.net](http://www.ijaem.net).
- Bowker, L. & Villamizar, C. (2017). Embedding a records manager as a strategy for helpingto positively influence an organization's records management culture. *Records Management Journal* 27(1): 57-68.
- Campus, I. (2019). Assessment of planning practices of principals for effective school administration in secondary schools in Anambra State, Nigeria. *Assessment*, 1(1).
- Chhabra, V., Chopra, S., & Rajan, P. (2018). Challenges in Technology Adoption in Indian Public Distribution System: A Quality Management Approach. *International Journal of Productivity and Quality Management*, 23(3), 328-348.
- Chikomba, A., Rodrigues, A., & Ngoepe, M. (2021). Management of digital records in selected financial services parastatals in Zimbabwe. *Information Development*, 37(2), 245-257. DOI:[10.1080/09751122.2009.11889983](https://doi.org/10.1080/09751122.2009.11889983)
- Edem, D. (2002). Federal Republic of Nigeria. Effective record keeping in school in Nigeria. *National Policy on Education-Abuja NERDC*.
- Egwunyenga, E. J. (2005). Essentials of school administration. Benin City: Justice Jeco Publishers.
- [Egwunyenga](#), E. J. (2009). Record Keeping in Universities: Associated Problems and Management Options in South West Geo Political Zone of Nigeria, [International](#)



- [Journal of Educational Sciences](#), 1(2), 25-40.
- Fasasi, O. (2010). School record and effective administration, *Educational Journal*, 2, 33-41.
- Fasasi, Y.A., (2004). Management Concepts and application. Lagos. *Concept Publishing Ltd, Ibadan*: Wisdom Publishers Ltd.
- Ghosh, S., Dadhich, K., Kudva, P., Bhat, G. K., & Kudva, H. (2018). Medicolegal Awareness among the Periodontists of Jaipur City-A Cross-sectional Study.
- Government Records Service (2011). Good Record Management Practices. [https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.grs.gov.hk/pdf/grmp\\_30\(Eng\).pdf&ved=2ahUKEwj45pPg5Iv3AhXRzIUKHffWBOgQFnoECAQQAQ&usg=AOvVaw03dPWFsZNIgXMF3wcJKtI](https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.grs.gov.hk/pdf/grmp_30(Eng).pdf&ved=2ahUKEwj45pPg5Iv3AhXRzIUKHffWBOgQFnoECAQQAQ&usg=AOvVaw03dPWFsZNIgXMF3wcJKtI)
- Guto, R., & Jumba, A. H. (2021). Relationship between electronic records management and public organization credibility: Critical analysis of literature review. *Journal of African Interdisciplinary Studies*, 5(3), 52-67.  
<http://digitalcommons.unl.edu/libphilprac/106>. Retrieved on 22/7/2017.
- Igwoku, I. F. (2008). An Analysis of Record Management Strategies in Western Nigeria. M.Ed. Dissertation, Unpublished. Abraka: Delta-State University.
- Innocent, G. C. (2020). Challenges of Records Management Practices in Sustainable Development Goal in the 21 st Century: an Intrinsic Success Achievement Element in the Ministry of Information and Strategy, Lagos State, Nigeria.
- Jagger, N. S. (2017). Skill Requirements of the Low Carbon Transition (Doctoral dissertation, University of Sussex).
- Kemoni H. N. (2007). Records management Practices and Public Service Delivery in Kenya. PhD thesis, University of Kwazulu –Natal, Pietermaritzburg.
- Kemoni, H., & Wamukoya, J. (2000). Preparing for the Management of Electronic Records at Moi University, Kenya: A Case Study. *African Journal of Library, Archives and Information Science*, 10(1), 125-138.
- Lawson S. (2022). Records Management Process in Organizations. <https://study.com/academy/lesson/records-management-process-in-organizations.html>
- Mbiti, D. (2000). *Foundation of school administration and bookkeeping*. Nairobi Oxford University Press. <http://web.worldbank.org/>.
- Mubinovna, R. F., & Nutfulloevna, N. G. (2020). The importance of trade policy in the economic development of the Country. *Economics*, 1(44), 27-28.
- Naheed, K., Nawaz, M. A., & Ahmad, S. (2019). Success vs Failure Prediction Model for SMEs: A Study of South Punjab and Baluchistan.
- Netshakhuma, N.S. (2019). The role of archives and records management legislation after colonialism in Africa: Case of Southern Africa. *Records Management Journal* 29(1/2): 210-223.

- Ngoepe, M., & Keakopa, S. M. (2011). An assessment of the state of national archival and records systems in the ESABRICA region. *Records Management Journal*, 21(2), 145-160.
- Onaolapo, A., & Adegbite, I. (2014). The Analysis of the Impact of Accounting Records Keeping on the Performance of Small-Scale Enterprises. *International Journal of Academic Research in Business and Social Sciences*, 4. <http://dx.doi.org.10.6007/IJARBSS/V4-i1/506>
- Popoola, S.O (2000). A cost model approach to records management system, Ibadan: University of Ibadan.
- TechTarget (2022). Records management. <https://searchcompliance.techtarget.com/definition/records-management>
- Wallang, M. M., & Tambi, A. P. (2020). The Influence of Economic Teachers Attitude towards the Implementation of Continuous Assessment in Economics in Secondary Schools in the Northwest Region of Cameroon.
- Wambui, G. R., & Mercy, M. U. G. A. M. B. I. (2017). Influence of information and communication technology application on management of road projects in Kenya: A Case of National Highway Authority. *International Journal of Project Management*, 1(6), 98-118.
- Yoweri, M. (2018). Record Keeping and Financial Performance of Small and Medium Scale Enterprises in Kabarole District: A Case Study West Division Fort Portal Municipality.

## Political Leadership and Operational Efficiency of Local Governments in Oyo State, Nigeria

**Samuel Olusegun AJANAKU & Tunde OSENI, PhD**

Department of Politics and International Relations

Lead City University, Ibadan, Oyo State, Nigeria.

ajanakuo@yahoo.com

### Abstract

*Local administration is considered a part of Public Administration, which is the lowest tier of a government system that is created by the constitution to satisfy the needs of people at the grassroots, hence it is expedient that they deliver services to people in the most cost-effective manner feasible while maintaining high quality of its services and support. The study examined the effect of political leadership on operational efficiency of six Local Governments in Oyo State, Nigeria. Political leadership includes orientation such as transformational, authentic, Ọmọlúwàbí, and agile leadership. A mixed method involving qualitative and quantitative data collection was adopted with 232 respondents from the six selected Local Governments in Oyo State, Nigeria. Multiple linear regression analysis was used to test the hypotheses in the study. The findings revealed that political leadership has positive and significant effect on operational efficiency in selected local government in Oyo State, Nigeria. The study recommended that local government leadership should seek to guarantee that both leadership orientations have beneficial effect on operational efficiency of local government in Oyo State, Nigeria. This is crucial to the overall relevance of political leadership to operational efficiency of local government in Oyo State, Nigeria.*

**Keywords:** Political Leadership, Operational Efficiency, Local Government Authority, Public Administration

### Introduction

In the industrial organization and management literature, efficiency is considered as the result of business-specific characteristics such as managerial skills, innovation, cost control, and market share as predictors of current firm performance and stability (Christopher & Lauren, 2018). The term 'operations' refers to an organization's procedures and resources used to provide the best quality products or services in the most efficient manner feasible. Operations are occupations or activities that consist of one or more parts or subtasks and are normally executed in a single location (Johnson & Nilsson, 2019).

Operations are responsible for converting resource or data inputs into desired goods, services, or outcomes, as well as creating and delivering customer value. Operational efficiency, on the other hand, refers to an organization's capacity to offer products or services to its clients in the most cost-effective manner feasible while still assuring the high quality of its products, services, and support (Lundahl, Veghom & Silver, 2019). Operational efficiency is critical in enhancing organizations' current and future performance in both the public and private sectors of an economy (Stafford, 2019). The goal of operational efficiency is to deliver maximum satisfaction at the lowest possible cost.

Local government is the most important level of government for creating momentum for longterm national development. Strengthening its leadership capacity has long been a priority for the Nigerian government in order to fully mobilize the people in support of national development and integration. The desire to develop a robust local government in Nigeria has resulted in a series of reforms dating back to the colonial era. Changes have been made at both the institutional and constitutional levels to better align local government with the needs of the country. To various individuals, the word "leadership" denotes different things. In organizational and business research and extract, leadership is one of the most studied notions. It is the process of convincing individuals to reach a shared aim, while another describes it as the capacity to urge or inspire others to pursue things they like. However, in politics, the capacity to exercise influence is referred to as leadership, and consequently leadership varies widely. Leadership is the process of one individual influencing a group of others to attain a shared goal (Al Harbi, *et al.*, 2019).

Meanwhile, the leadership challenge continues to be a focal point and a fundamental issue in Nigeria's public administration. Local government political leaders are lacking in genuine leadership orientations such as authentic leadership, transformational leadership, *Omọlúwàbí* leadership, and agile leadership. Given the challenges that local governments and the country face, these leadership orientations have become critical success factors. The lack of effective political leadership capable of exhibiting these leadership orientations capable of achieving the desired results through effective and efficient service delivery remains a critical and pressing issue in Nigeria's local government administration. Local government administration in Oyo State is beset by a slew of issues that are inextricably linked to leadership failure. The study therefore aims to investigate the effect of political leadership on operational efficiency of Local Governments in Oyo State.

## **Literature Review Theory and Hypotheses Development**

Fiedler propounded the Contingency Theory (CT) in 1964. Contingency theory was established on the concept that certain exigencies impact institutional performance beyond an institution (Ackoff, 2018). That means when an institution can fit itself with contingent factors (like leadership, culture, strategy, technology, structure, and environment), such alignment will guarantee improved performance. It is this fit that promotes enhanced performance. By implication, operational performance will be strengthened by the appropriateness of leadership orientation existent within the local government under consideration. This is because leadership pervades the whole institutional framework and may influence the policies, procedures, and people aspects to plan and operationalize all institutional operations to increase organizational sustainability. The core premise of CT is that it views every organization to be an open system, one that can impact and be influenced by the external environment. The basic issue here is that operational efficiency is predicated on how effectively the proper leadership orientation helps the institution match its contingencies. Experts have disputed the assumptions of CT. First, a scholar suggested that the desire to accomplish internal and external alignment remains an obscure objective, especially for firms that operate within an environment with several conflicting demands and for firms with issues with internal-organization trade-offs and high-performance target (Butterfield, 2020).

Accordingly, it is very tough to comprehend a theoretical response in a circumstance like this (Daft, 2018). Contingency theory has been largely embraced in extant literature to explain under which situations certain contingencies would internal organizational resource increases organizational performance, and several researchers have supported its fundamentals (Drazin & Van de Ven, 2019). This validated the submission in prior empirical works (Onamusi, Asihkia & Makinde, 2020). Several scholars emphasized that the CT narrative suggests no one best way to manage an organization. Specifically, management, strategic decisions should be context-specific (Gresov, 2019).

Similarly, a researcher evaluated "the history, present, and future of CT" (Grove, 2012). Contingency Theory was developed from the fundamental assumptions of several academic works on contingent factors; when an organization can fit itself with contingent variables, such an alignment is a requirement to obtaining rising performance. However, in the case of a mismatch, the organization should predict a bad run of performance. In the light of the objective to be addressed in this study, this present study adopts the CT as it helped in providing the theoretical justification for the relevance of leadership as a contingent factor that can enhance the relationship between political leadership



orientation (transformational, authentic, *Ọmọlúwàbí*, and agile leadership) and operational efficiency of local government in Oyo State, Nigeria.

### **Political Leadership and Operational Efficiency**

Leadership is characterized as a person who loves the individuality of their workers, is honest and modest, and has the capacity to push people to challenge the status quo. It's about minimizing hurdles that make it hard for people, teams, and other organizations to work toward a shared goal (Blau, 2019). A political colossus thinks that "leadership and national progress are twin engines" when it comes to the role of leadership. To come up with dynamic policy levels, you'll need strong leadership (Brewer, 2016). This suggests that the leaders' capacity to propose and execute dynamic policies is vital to national growth. These policies must be devoid of any self-interest that is damaging to the national interest. This is the cost of being a leader. Local government and leadership are connected in the sense that local government is meant to serve as a fruitful field for higher-level leadership (Burke, *et al.*, 2018). At any level of government, political leadership is vital and a key part in accomplishing the desired growth and development. Leaders must have a clear vision and detailed plans of action for growth in order to ensure outstanding governance and successful service delivery. Because he is capable of establishing the required infrastructure for the facilitation of sustainable progress, a strong and visionary leader is the main force behind social and institutional reform.

Political leadership refers to the ruling class in charge of managing a political entity's affairs and resources by establishing and influencing policy priorities that affect the territory through various decision-making structures and institutions established for the territory's orderly development (Burns, 2010).

The leadership orientations to be addressed in this study are contemporary in character and are significant in handling the multiple issues experienced by the local government. Such leadership include: transformational leadership, authentic leadership, *Ọmọlúwàbí* leadership, and agile leadership.

Transformational leadership has garnered substantial interest in management studies. In this subject, the effect of transformative leadership on employee performance is a significant branch (Cox, 2020). Transformational leadership theory was initially presented by Burns (1978), who made an exceptional contribution to the development of the theory (Coyle-Shapiro, & Conway, 2004; Cropanzano & Mitchell, 2019). According to Burns, transformational leadership is when "leaders and followers assist each other develop to a



greater degree of morale and motivation." Burns alluded to the difficulties in differentiating between management and leadership and asserted that the differences exist in personalities and actions. He created two concepts: "transforming leadership" and "transactional leadership." Transformational leadership refers to leaders who aim to produce ideas and fresh views to build a new path of progress and success in front of the company. The efficacy of transformational leadership has been investigated in considerable theoretical and empirical research, which reveals that it boosts and influences members' job performance and helpful behavior (Gerbing & Anderson, 2019). Moreover, the advantages of transformational leadership for members' performance are transmitted via several underlying processes, like self-efficacy or leader-member exchange (Gillespie & Mann, 2020). From the foregoing, a transformational leader exhibits specific attributes including elevating followers' knowledge about the relevance and worth of targeted objectives and strategies of accomplishing them. They also urge followers to transcend their immediate self-interest for the sake of the organization's goal and vision (Harrison, 2019).

The concept of authenticity has been around for ages. Authenticity is to "act in line with one's actual self" (Keskes, 2020). Researchers generally believe that humans may demonstrate varied degrees of authenticity and that no one is fully genuine or inauthentic (Kirkman, *et al.*, 2019). Nonetheless, the seeming erosion in the moral integrity of modern leadership has produced an even deeper demand for more real leaders (Lavelle, 2020). AL theory states that persons whose interior and exterior selves are congruent display authenticity. The notion of AL arose in the academic literature with the advent of the positive psychology movement (Lee, 2011). More precisely, AL was thought of as a fundamental component of the good behaviors of leadership required to establish positive work contexts (Levin & Cross, 2019). Authentic leaders give the facts required to make judgments, accept others' ideas, and convey their own beliefs, reasons, and opinions. Such traits help followers to appropriately appraise the competency and morality of their true leader's actions (Lord & Brown, 2020). AL is built on the moral character of the leader, compassion for others, and congruency between ethical principles and actions (Lowe, 2019).

*Omólúwàbí* Leadership: Conceived from a Yoruba world-view (Yoruba being an ethnic group in Nigeria), the concept of *Omólúwàbí* describes the personality attribute of a person/leader that encapsulate the culture of hard-work, transparency, accountability, respect for employees, possession of sound character and wisdom in judgment, one equipped to handle problems both within and outside of the organisation. More so, such

people continually utilize socially accepted expression in addressing workers, possess outstanding understanding of the company and communicate well with the ability to retain everyone's interest inside the organisation (Hofstede, 2018). The 'Yoruba' viewpoint believes the person who hold these traits to have unique aptitude; one that the society cherishes. More so, a study indicated that such a person would be able to impact favorable results within the community (Hogg & Van, 2019). Hence, a leader who display these *omolúwàbí* personality qualities is very likely to generate considerable increase in firm's operational efficiency, encourages the workforce and ultimately boost local government service delivery. Leadership's centrality to institutional performance as a first-order or second-order condition has been established in previous studies focusing on a number of settings such as small enterprises, health science, libraries, and service institutions (Holtz & Harold, 2019).

**Agile Leadership:** Leadership is a dynamic process wherein one person persuades other to participate willingly to attaining group responsibilities in a specific situation (Huang, 2020). Agile leadership is distinct from conventional leadership techniques. The most significant difference is a never-ending desire and drive to grow its competence and potential since only such a concept of leadership can mobilize the institution by adjusting to the quick changes in a competitive environment (Kacmar, *et al.*, 2019). An agile leader can deal with being uncomfortable. An agile leader can manage with not understanding the specifics; an agile leader can swiftly come to grips with difficult situations and ask the necessary questions. An agile leader does not feel the need to disguise their lack of expertise by bluffing but will defer to the appropriate team member in response to a thorough query. An agile leader may apply values and experience to a variety of seemingly diverse services or business sectors; an agile leader is someone whose credibility is not dependent on professional expertise or position but leadership and transferrable management abilities. Without agile leadership, it is impossible for staff to traverse the complicated process connected with strategy execution (Khan, *et al.*, 2015).

**H<sub>1</sub>:** Political leadership has no significant effect on operational efficiency of selected local government area in Oyo State, Nigeria.

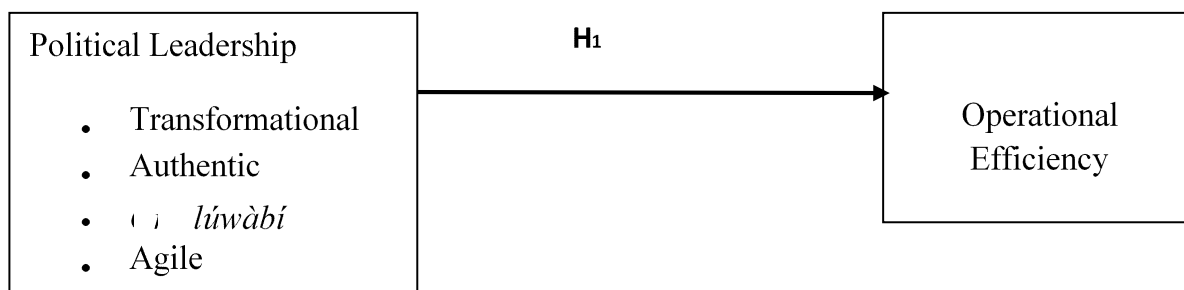


Figure 1: Conceptual Model

Source: Researcher's Model 2022

## Methodology

Mixed technique was used in this study which comprised gathering quantitative data and the use of qualitative data to complement the conclusion produced from the analysis of quantitative data. The mixed method was utilized to determine the effect-relationship between political leadership and operational efficiency of local governments in Oyo State, Nigeria. In the same vein, a cross-sectional survey research strategy was chosen since it allows for analyzing a subset of a population at a moment in time. The population of this study consists of 7,840,864 persons according to Oyo State Local Government Service Commission. This figure comprises individuals working in the local governments and the citizens. The sample size is three hundred and eighty-four (384) which is made up of local government workers in the six chosen local governments in Oyo State, Nigeria.

## Analysis and Results Test of Hypotheses

**Hypothesis One:** Political leadership has no significant effect on operational efficiency of selected local government area in Oyo State, Nigeria.

To test the null hypothesis one, Partial Least Square-Structural Equation Modelling (PLS-SEM) was adopted using the SmartPLS statistical platform version 3.3.5. The study used the PLSalgorithm's command which is appropriate for predicting impact, ran the bootstrapping to ascertain the level of significant of the prediction, and ran blindfolding to confirm the predictive relevance of the model. The choice of PLS-SEM (via SmartPLS) is because it is a more advanced multivariate analytical technique which offers more strict and robust analysis compared with the outcomes of SPSS (Onamusi, 2020).

The independent variable political leadership includes orientation such as transformational, authentic, *Ọmọlúwàbí*, and agile leadership while operational efficiency constitutes the dependent variable. Data from two hundred and thirty-two (232) respondents were collated for the analysis. The result of the PLS-SEM is presented in three

models (see figure 2, 3 & 4) and in table (see table 1). Figure 2 shows the path analysis, figure 3 shows the t value which confirm the significance of the path analysis and figure 4 shows the  $Q^2$  which established the predictive relevance of the structural model. The table 1 provides a tabular summary of the information in figure 2, 3, and 4.

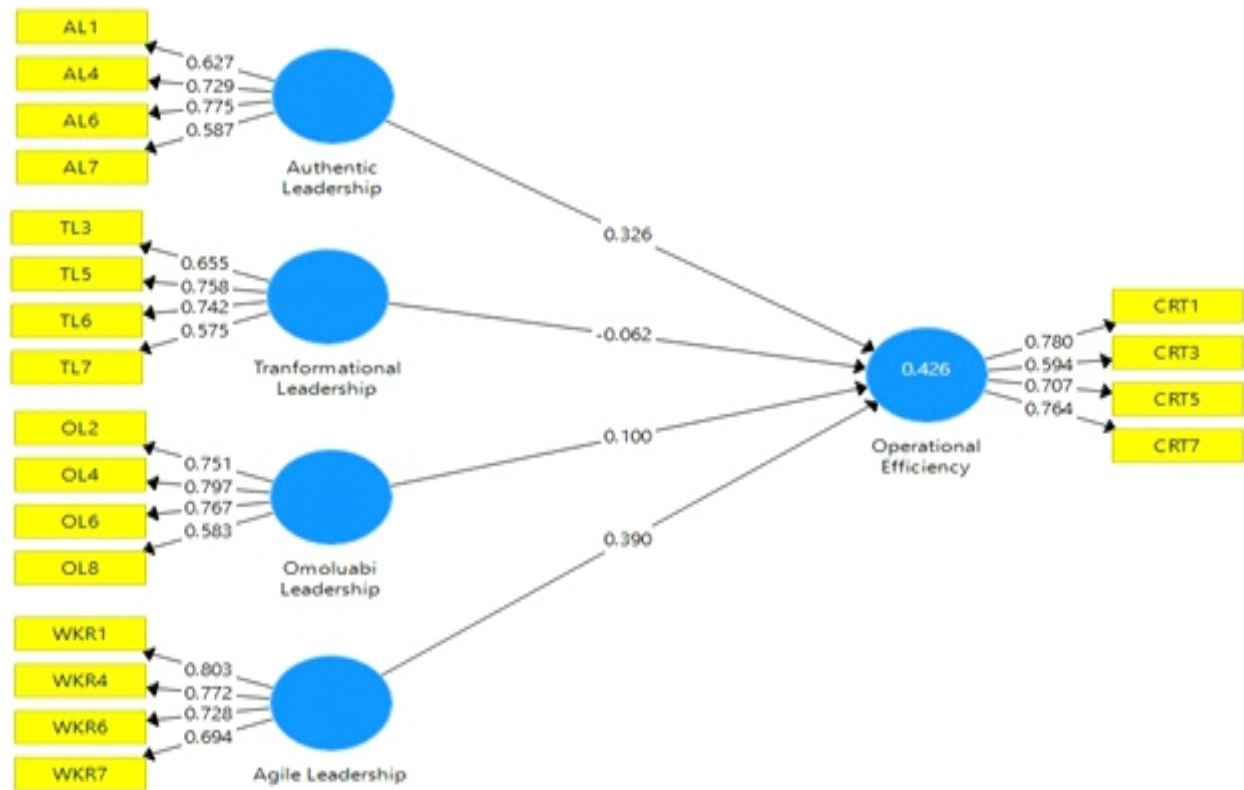


**Figure 2. Path Analysis for Hypothesis One**

Source: Researcher's Computation via SmartPLS V3.3.5

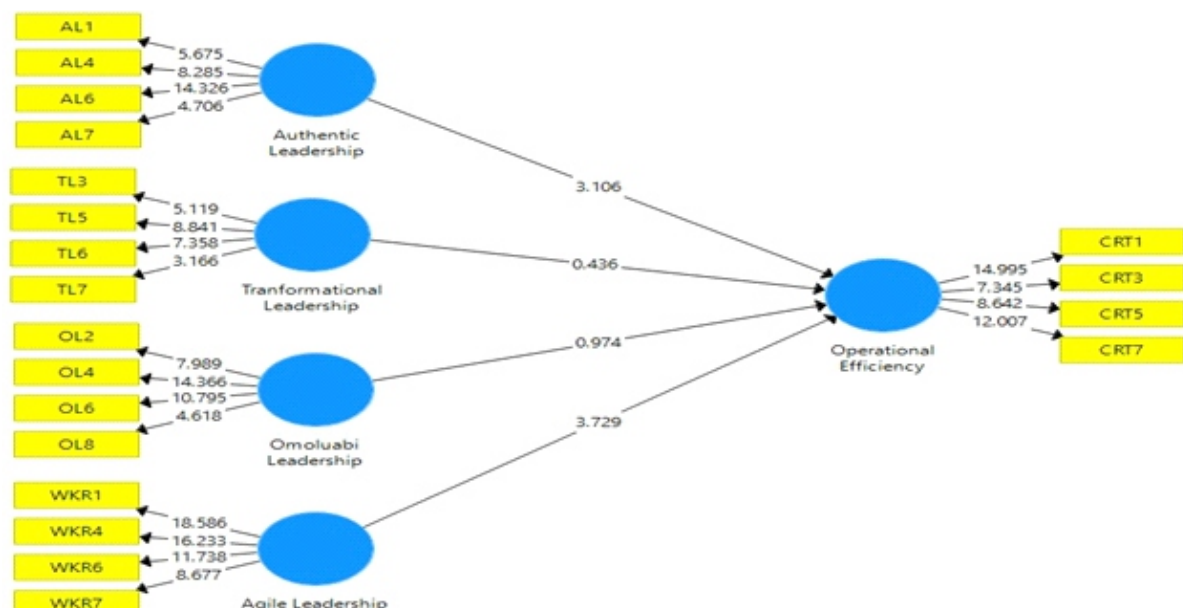


**Figure 3. T-Statistics for Hypothesis One**

**Source:** Researcher's Computation via SmartPLS V3.3.5

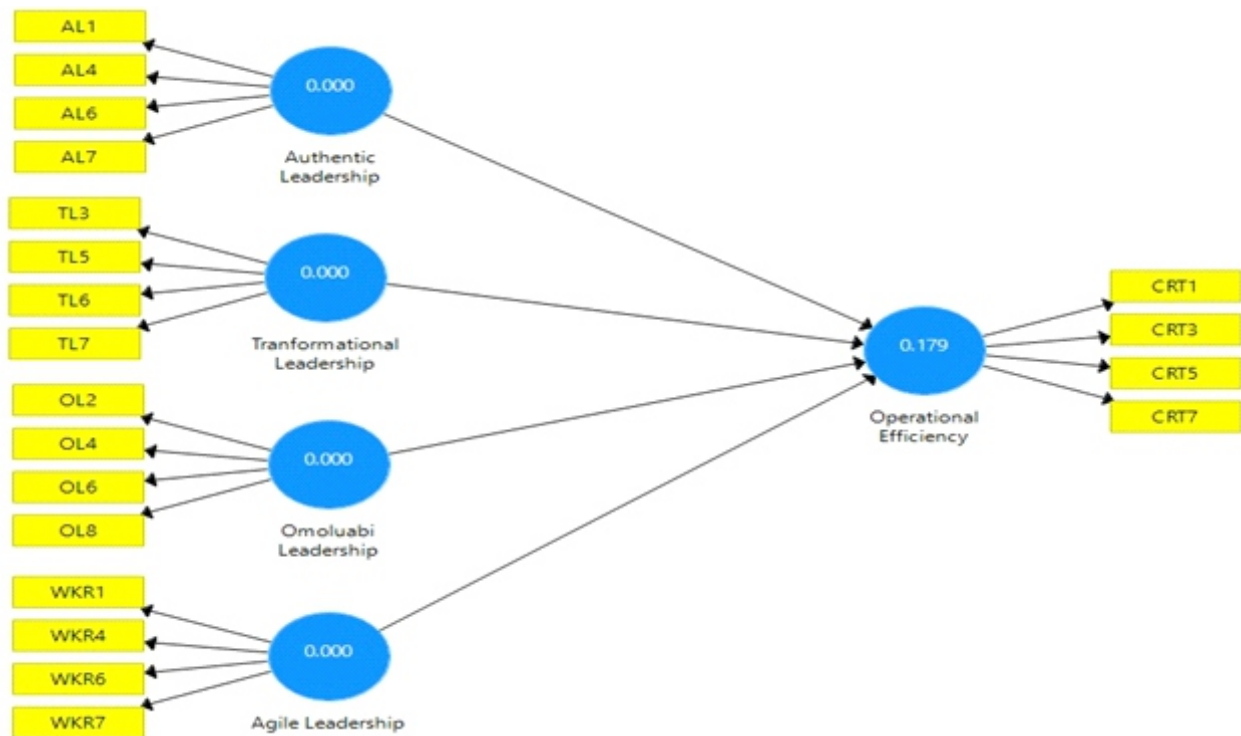


**Figure 4. Q<sup>2</sup> Statistics for Hypothesis One**

**Source:** Researcher's Computation via SmartPLS V3.3.3

**Tables 1: Summary of the Effect of Political Leadership on Operational Efficiency of Selected Local Government in Oyo State, Nigeria using PLS-SEM Path Description**

| Original sample (o)         | t      | Sig. | R2    | Adj.  | Sig.  | Q2    | Unstandardized Beta |
|-----------------------------|--------|------|-------|-------|-------|-------|---------------------|
| <hr/>                       |        |      |       |       |       |       |                     |
| R <sup>2</sup>              |        |      |       |       |       |       |                     |
| <hr/>                       |        |      |       |       |       |       |                     |
| Agile leadership            | 0.381  |      | 3.729 | 0.000 |       |       |                     |
| Authentic leadership        | 0.337  |      | 3.106 | 0.002 | 0.426 | 0.401 | 0.000               |
| Omoluabi leadership         | 0.096  |      | 0.974 | 0.330 |       |       |                     |
| Transformational leadership | -0.017 |      | 0.436 | 0.663 |       |       |                     |



---

Dependent Variable: Operational efficiency, Predictors: Agile leadership, Authentic leadership, *Ọmọlúwàbí* leadership and Transformational leadership.

**Source: Researcher's Result via SmartPLS Version 3.3.5 (2022)**

Figure 2, 3, and 4 presents the results of PLS-SEM analysis for the effect of political leadership on Operational efficiency of selected local government in Oyo State, Nigeria using PLS-SEM.

The Adjusted  $R^2$  was used to establish the predictive power of the study's model. From the results, the adjusted coefficient of determination ( $Adj R^2$ ) of 0.401 shows that political leadership explained 40.1% of the changes experienced in Operational efficiency of selected local government in Oyo State while the remaining 62% variation in Operational efficiency is attributable to other exogenous factors different from the political leadership orientation considered in this study and the effect is statistically significant at 95% confidence interval.

The path coefficient of each political leadership orientation (Agile leadership, Authentic leadership, *Ọmọlúwàbí* leadership and Transformational leadership) represents the coefficient of determination ( $\beta$ ) which shows the relative influence of each political leadership orientation on Operational efficiency of the selected local government in Oyo State. The PLS-SEM results in fig. 2, 3, and 4 revealed that at 95% confidence level, agile leadership ( $\beta = 0.381$ ,  $t = 3.729$ ) and authentic leadership ( $\beta = 0.337$ ,  $t = 3.106$ ) are significant however, *Ọmọlúwàbí* leadership ( $\beta = 0.096$ ,  $t = 0.974$ ), and transformational leadership ( $\beta = -0.017$ ,  $t = 0.436$ ) are statistically insignificant. This result shows that while the relative influence of agile leadership and authentic leadership and its corresponding t-value are greater than the threshold of 1.96 suggesting a statistically significant relative influence. However, the relative effect of *Ọmọlúwàbí* leadership, and transformational leadership has t-values below the acceptable threshold of 1.96 to suggest that the relative effect is statistically insignificant.

The result also indicates that taking all other independent variables at zero, a unit change in agile leadership will lead to a 0.381 increase in Operational efficiency in selected local government in Oyo State given that all other factors are held constant. Also, taking all other independent variables at zero, a unit change in authentic leadership will lead to a 0.337 increase in Operational efficiency in selected local government in Oyo State given that all other factors are held constant. Overall, agile leadership ( $\beta = 0.381$ ) has the highest relative



influence, followed by authentic leadership  $\beta = 0.337$ . Given the PLS-SEM predictive results in table 1 ( $Adj R^2=0.401$ ;  $p=0.000$ ,  $Q^2=0.179$ ), this study can conclude that political leadership has positive and significant effect on Operational efficiency in selected local government in Oyo State, Nigeria. Hence, the study rejects the null hypothesis one ( $H_01$ ) which state that political leadership has no significant effect on Operational efficiency of selected local government area in Oyo State, Nigeria.

### **Discussion, Conclusion and Recommendation**

The findings of multiple regression analysis for the effect of political leadership on operational efficiency of local government in Oyo State, Nigeria found that political leadership had a positive and substantial effect on operational efficiency. Conceptually, leadership being an interorganizational component is vital to the operational excellence of organisation given its potential to influence it personnel and build strategy plan for such organisation (Halgesteen & Becker, 2013). This outcome corresponds with this study's premise about the significance of leadership orientations to organisational performance. For example, the Authentic Leadership is a constructive kind of leadership utilized to establish the trust and pleasant working atmosphere to promote the employee for improved self-performance.

Transformational Leadership refers to leaders who aim to produce ideas and fresh views to build a new path of progress and success in front of the company. Also, agile Leadership is an adaptable leader who defines the direction, specifies the basic, generative principles of the system, and fosters continual input, modification, and collaboration. Lastly, Omoluabi Leadership describes the personality attribute of a person/leader that encapsulate the culture of hard work, transparency, accountability, respect for employees, possession of sound character, and wisdom in judgment; one equipped to handle problems both within and outside of the organization.

The conclusions of this investigation have support in empirical literature. For instance, the research on The Impact of Transformational Leadership on Job Performance and CSR as Mediator in SMEs demonstrated that transformational leadership positively and totally predicts job performance. Particularly, the research reveals that CSR strongly influenced the impact of transformative leadership on job performance. On the basis of these data, it can be explicated that transformational leadership, job performances, and CSR are significant parts of an organization (Honey & Okafor, 2018). Another research on the Influence of Transformational Leadership on Employees' Creative Work Behavior in Sustainable Organizations: Test of Mediation and Moderation Processes revealed that that

transformational leadership and work engagement were strongly connected to innovative work behavior.

The data also indicated the strong influence of transformational leadership on trust in a leader, and its consequent favorable impact on the work engagement of the employees (Hoppe, 2019). A comparable research on Enhancing Organisational Performance via effective leadership in Nigeria's Public Organisations indicated that leadership plays essential roles in increasing organisational performance (Ibem, 2018). Despite the contextual contrasts in previous research with those of this study, academics have consistently positioned the significance of leadership for reaching greater degree of employee engagement and organisational success.

From the theoretical stand point the contingency theory is enhanced. According to the CT, leadership function as a significant internal-organisation contingent element that contain the power to affect organisational performance. This study's outcome is in concomitance with these theoretical approaches. Therefore, on the basis of the support discovered in conceptual, empirical and theoretical contributions in current literature with this present research's outcome, the study conclude that political leadership have considerable influence on operational efficiency of Local Government in Oyo State, Nigeria. Owing to this fact, the study recommends that local government leadership should seek to guarantee that both leadership orientations have beneficial effect on operational efficiency of local government in Oyo State, Nigeria. This is crucial to the overall relevance of political leadership to operational efficiency of local government in Oyo State, Nigeria.

## References

- Ackoff, R. L. (2018). *Scientific Method: Optimizing Applied Research Decisions*. New York: John Wiley & Sons.
- Al Harbi, J., Alarifi, S., & Mosbah, A. (2019). "Transformational leadership and creativity", *Personnel Review*, 48(5), 1082-1099.
- Blau, P. M. (2019). "Social exchange", *International Encyclopedia of the Social Sciences*, 7, 452-457.
- Brewer, A. M. (2016). "Developing commitment between managers and employees." *Journal of Managerial Psychology*, 11(4), 24-34.
- Burke, C. S., Sims, D. E., Lazzara, E. H., & Salas, E. (2018). Trust in leadership: a multilevel review and integration", *The Leadership Quarterly*, 18(6), 606-632.
- Burns, J. M. (1978). *Leadership*, Harper and Row Publishers, New York, NY.
- Butterfield, H. (2020). *The Origins of Modern Science*. New York: Macmillan.
- Christopher, C., & Lauren, W. (2018). *Principles of Marketing and Services*, Translated by Dr. Abolfazl Ardeshtir (Tajzadeh Namin); First edition; Tehran: Samt Publications.
- Cox, E. (2020). "Individual and organizational trust in a reciprocal peer coaching context", *Mentoring and Tutoring: Partnership in Learning*, 20(3), 427-443.
- Coyle-Shapiro, J. A. & Conway, N. (2004), *The Employment Relationship through the Lens of Social Exchange*, Oxford University Press.
- Cropanzano, R. M., & Mitchell, S. (2019). "Social exchange theory: an interdisciplinary review", *Journal of Management*, 31(6), 874-900.
- Daft, R. L. (2018). *Organizational Theory and Design*. New York: West Publishing Company.
- Drazin, R. & Van de Ven, A. H. (2019). Alternative forms of fit in contingency theory. *Administrative Science Quarterly*, 30, 514-539.
- Gerbing, D. W., & Anderson, J. C. (2019). "An updated paradigm for scale development incorporating unidimensionality and its assessment", *Journal of Marketing Research*, 25(2), 186-192.
- Gillespie, N. A., & Mann, L. (2020). "Transformational leadership and shared values: the building blocks of trust", *Journal of Managerial Psychology*, 19(6), 588-607.
- Gresov, C. (2019). Exploring Fit and Misfit with Multiple Contingencies. *Administrative Science Quarterly*, 34, 431-453.
- Grove, J. W. (2012). *In Defence of Science: Science, Technology, and Politics in Modern Society*. Buffalo: University of Toronto Press.
- Halgesteen, M., & Becker, P. (2013). Challenging disparities in capacity development for disaster reduction. *Int. J of Disaster Risk Reduction*, 3, 4-13.  
<http://dx.doi.org/10.1016/j.ijdrr.2013.11.001>.

- Harrison, R. (2019). "Harnessing personal energy: how companies can inspire employees", *Organizational Dynamics*, 16(1), 5-20.
- Hofstede, G. (2018). "Cultural dimensions in management and planning", *Asia Pacific Journal of Management*, 1(2), 81-99.
- Hogg, M. A. & Van Knippenberg, D. (2019). "Social identity and leadership processes in groups", *Advances in Experimental Social Psychology*, 35, 1-52.
- Holtz, B. C. & Harold, C. M. (2019). "When your boss says no! The effects of leadership style and trust on employee reactions to managerial explanations", *Journal of Occupational and Organizational Psychology*, 81(4), 777-802.
- Honey, R., & Okafor, S. (2018). Home town associations: Indigenous knowledge and development in Intermediate Technology Publications, London.
- Hoppe, T., Van den Berg, M. M., & Coenen, F. H. (2019). Reflections on the uptake of climate change policies by local governments: Facing the challenges of mitigation and adaptation. *Energy, Sustainability and Society*, 4(1).
- Huang, J. T. (2020). "Be proactive as empowered? The role of trust in one's supervisor in psychological empowerment, feedback seeking, and job performance", *Journal of Applied Social Psychology*, 42(1), 103-127.
- Ibem, E. O. (2018). Community-led infrastructure provision in low-income urban communities in developing countries: A study on Ohafia, Nigeria. *Cities*, 26(3), 125-132.
- Johnson, M. D., & Nilsson, L. (2019). The Importance of Reliability and Customization from Goods to Services, *Quality Management Journal* 10, 1-15.
- Kacmar, K. M., Bachrach, D. G., Harris, K. J., & Noble, D. (2019). "Exploring the role of supervisor trust in the associations between multiple sources of relationship conflict and organizational citizenship behavior", *The Leadership Quarterly*, 23(1), 43-54.
- Keskes, I. (2020). "Relationship between leadership styles and dimensions of employee organizational commitment: a critical review and discussion of future directions", *Intangible Capital*, 10(1), 26-51.
- Khan, K., Abbas, M., Gul, A., & Raja, U. (2015), "Organizational justice and job outcomes: moderating role of Islamic work ethic", *Journal of Business Ethics*, 126(2), 235-246.
- Kirkman, B., Chen, G., Farh, J. L., Chen, X., & Lowe, K. B. (2019). "Individual power distance orientation and follower reactions to transformational leaders: a cross level, cross-cultural examination", *Academy of Management Journal*, 52(4), 744-764.
- Lavelle, J. J., Rupp, D. E., & Brockner, J. (2020). "Taking a multifoci approach to the study of justice, social exchange, and citizenship behavior: the target similarity model", *Journal of Management*, 33(6), 841-866.
- Lee, H. J. (2011). "The role of competence-based trust and organizational identification in

- continuous improvement", *Journal of Managerial Psychology*, 19(6), 623-639.
- Levin, D. Z., & Cross, R. (2019). "The strength of weak ties you can trust: the mediating role of trust in effective knowledge transfer", *Management Science*, 50(11), 1477-1490.
- Lord, R. G. & Brown, D. J. (2020). "Leadership, values, and subordinates' self-concepts", *The Leadership Quarterly*, 12(2), 133-152.
- Lowe, K. B., Kroeck, K. G., & Sivasubramaniam, N. (2019). "Effectiveness correlates of transformational and transactional leadership: a meta-analytic review of the MLQ literature", *The Leadership Quarterly*, 7(3), 385-425.
- Lundahl, N., Veghom, F., & Silver, V. (2019). Technical and Functional Determinants of Customer Satisfaction in the Bank-SME Relationship, *Managing Service Quality* 19, 581-594.
- Onamusi, A. B. (2020). Entry mode strategy, customer engagement, and firm performance. *Journal of Business and Social Review in Emerging Economies*, 6(1), 99-112.
- Onamusi, A. B., Asihkia, O. U., & Makinde, G. O. (2020). Innovation capability and market share: The moderating effect of marketing capability. *International Journal of Innovative Research and Development*, 9(1).
- Stafford, M. R. (2019). Determinants of Service Quality and Satisfaction in the Auto Casualty Claims Process, *Journal of Service Marketing* 12, 426-440.

## Organizational Training and Job Satisfaction of Administrative Staff in Public Tertiary Institutions in Ekiti State, Nigeria.

<sup>1</sup>Tolulope Elizabeth ADENEKAN, PhD. and <sup>2</sup>Abosede Fisayo HAMMED

<sup>1</sup>Lead City University, Ibadan, Oyo State, Nigeria

<sup>2</sup>[The Federal Polytechnic Ado-Ekiti, Ekiti State, Nigeria](#)

<sup>1</sup>tolu.adenekan@lcu.edu.ng; +2349093392575

<sup>2</sup>abosedehammed33@gmail.com; [+2348033699968](#)

### Abstract

*The paper examined Organizational Training and Job Satisfaction of Administrative Staff in Public Tertiary Institutions in Ekiti State. It has three specific objectives, two research questions were raised and a null hypothesis was formulated. This study adopted a cross-sectional survey design. The study population consists of Two hundred and Forty-six (246) Administrative staff on grade level 08-11. The sample size of this study was two hundred and forty-six (246). Total enumeration sampling technique was used to collect data from the respondents. Data was collected using a structured questionnaire. Content and construct validity were done. The questionnaire was subjected to a reliability test to check the internal consistency of all items measuring each variable in the study. Data obtained were subjected to Cronbach's Alpha reliability test to establish internal consistency of the items of the organizational training indicators was examined. Findings revealed that the level of job satisfaction of administrative staff in public tertiary institutions in Ekiti State is moderately high. It was concluded that regular training, and exposure to proper training programmes on how to use ICT facilities and office equipment effectively and efficiently will enhance their job satisfaction. It was recommended that the management of public tertiary institutions in Ekiti State to ensure that administrative staff operates at an optimum level by ensuring that staff evaluation should systematically address issues such as their level of commitment, efficiency and the ability to respond quickly to task given among others.*

**Keywords:** Administrative Staff, Job Satisfaction, Organizational Training, Public Tertiary Institutions

### Introduction

Job satisfaction is the pleasant sensation one gets when working in a job one enjoys. Job satisfaction is also a positive emotional category resulting from employees' personal perspectives on their work. Basically, it's a way of determining how a person feels about a



task and how far he can complete it. Job is a key factor to determine success of every organization; it is an activity that is done on a day-to-day basis. Satisfaction comes in when a person is contented with what he/she is doing at a particular time. Employment satisfaction is a feeling about one's career or specific components of one's job that has an impact on an organization's productivity and performance. The phrase "job satisfaction" was coined as the psychological and physiological components of employees' pleasure with workplace environmental conditions were described as job satisfaction (Ali, 2015).

Job satisfaction is defined as the pleasurable and emotional condition coming from an assessment of one's job or job experiences; the employee feels fulfilled and proud in fulfilling the company's objectives. The degree to which people feel happy about their occupations is referred to as job satisfaction. It is an attitude or emotional response to one's tasks as well as the physical and social conditions of the workplace. Job satisfaction, on the other hand, is a feeling of fulfillment that an employee derives from his or her job and responsibilities at work, and it is influenced by a number of elements, including personal, organizational, and environmental factors (Balzer, Kihm, Smith & Irwin, 2007).

The measures of job satisfaction use in this research work are commitment, efficiency and responsiveness and it was adapted (Thomson & Phua, 2012). Where commitment is a complete believe in a certain thing or the state of being dedicated to a cause and activity. Job commitment is the feeling of responsibility that a person has towards the mission and goals of an organization. When an individual has job commitment, he or she is more likely to perform tasks and responsibilities that will help an organization achieve a goal. Efficiency is the state or quality of being efficient, or able to accomplish something with the least waste of time and effort, competency in his or her job performance, efficiency is an action designed to achieve or exhibit personal readiness to serve in different capacities. Responsiveness on the other hand is the quality of reacting quickly and positively to situations, it is the ability of a machine or system to adjust quickly to suddenly alter external conditions, as of speed, load, or temperature, and to resume stable operation without undue delay. Job satisfaction is an important factor that results in commitment, income, efficiency, effectiveness, promotion, and the achievement of other goals that lead to a feeling of fulfillment. It does not refer to only how an employee enjoys work (Edwin, 2019).

Administrative staff seems not committed to their duties, most of the time, they play truancy, give flimsy excuses to avoid duties, the absence of committed administrative staff with low level of commitment has negative consequences for the individual and the institutions. These results include leaving the service, absenteeism, tardiness, reluctance to

stay in the organization, reduced employee confidence, and reduced effectiveness. The presence of committed administrative staff makes the face of the organization important in the community and provides the basis for the growth and development of the organization. Therefore, having administrative staff who are committed and loyal to the organization is one of the main and basic needs of the institutions. Considering the role that job satisfaction has on the commitment of administrative staff in academic institutions, it can be seen that job satisfaction and commitment is the main elements in the principle of continuity and survival of the organization has a special place (Eskildsen, 2017).

Efficiency is the state or quality of being able to accomplish something with the least waste of time and effort, competency in his or her job performance, efficiency is an action designed to achieve or exhibit personal readiness to serve in different capacities. Administrative staff of public tertiary institutions in Ekiti state waste a lot of time executing a duty or the other because of the inability of effective information usage and poor job motivation. Responsiveness on the other hand is the quality of reacting quickly and positively to situations, it is the ability of a machine or system to adjust quickly to suddenly alter external conditions, as of speed, load, or temperature, and to resume stable operation without undue delay. Administrative staff of public tertiary institutions in Ekiti State are very low in responsiveness because they view their job as a short time job due to their dissatisfaction towards the job.

Recent interest in this issue in developing countries stems largely from concerns about the quality of working conditions, as seen from discussions at the International Labour Organization (ILO) and elsewhere on the concept of decent work (Chamundeswari, 2016). Furthermore, job satisfaction may be seen in line with the rise in analyses of subjective well-being. Attaining high levels of job satisfaction could also be a sign of emotional wellness or mental fitness, an organized group of people with the same purpose can embark on a useful position in which employees' degree of job satisfaction/dissatisfaction, and assessment of job satisfaction might identify various levels of satisfaction among organizational department, therefore be useful in pinning down areas in need of improvement (Ali, 2015). Therefore, it can be seen that work commitment, effectiveness, efficiency and responsiveness occur as a result of being satisfied at one's work, these factors are not exempted from administrative staff of public tertiary institutions in Ekiti State. Commitment, efficiency and responsiveness measures of job satisfaction will help administrative staff of public tertiary institutions in Ekiti State to demonstrate just how well they want the job to be and makes administrative staff perform tasks effectively.

Organizational training is a complementary variable of the prominent plays an indispensable role to organization's productivity. As organizations strive to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce takes on increasing importance. In order to keep abreast of this, everybody needs to double up his or her knowledge as knowledge itself becomes obsolete in a short while (Gabriel & O'Brien, 2019). Therefore, an organization that wants to gain global importance must accord priority to training of employees as they are the main asset of the organization. Training of employees is critical in the organization in this era of competition due to the fact that organizations need to survive, grow and develop. An institution with trained employees will be motivated and willing to perform better as this will spur skill development, raise output, improves organizational tradition, improve quality and safety, increases income and improve organization's morale and corporate image, keep employees motivated and enhances contribution levels (Lawal, 2017).

Organizational training is the process of creating, retaining, and transferring knowledge and skills within an organization. A public tertiary institution improves over time as it gains experience. From this experience; it is able to create knowledge and skill. This knowledge is broad, covering any topic that could better the public tertiary institutions in Ekiti State. Ways of improving knowledge and skills could be through technical training and ICT skills of administrative staff of the public tertiary institutions. These measures are adapted from Human Capital Theory. Technical training is the process of helping employees improve the practical skills they use in research through innovation to acquire needed skills and knowledge to compete at develop or standard level while information communication technology training is the process whereby teachers or employees are trained on possession of technology skills required for providing more information and research to improve productivity and talent management is the usual process that entails attracting and retaining high-quality staff, developing their skills and continuously motivating them to improve their performance (David, 2017).

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

State which has made job performance of the administrative staff to be stagnant and has eventually led to dissatisfaction among the administrative staff because the management would not implement satisfactory and morale boosting programmes for the staff.

The existence of public tertiary institutions may be traced back to the colonial era. This arose from the discontent of a small number of Nigerians who received higher education from foreign universities. Tertiary institutions were formed as the sole way to achieve a rapid and desired economic growth pattern. Because it is a venue for educating competent labor and also a method of building human capital essential to support the economy, public tertiary institutions have a strong hold on the country's tertiary education system. There are three types of ownership in Nigerian tertiary institutions: federal, state, and private. The federal and state universities are classified as public tertiary institutions, whereas privately held universities are classified as private tertiary institutions. Higher education is influential in the development of a country; it does not only function as a provider of knowledge but as a pertinent sector for the nation's growth and societal well-being. The objective of tertiary institutions is to stimulate intellectual inquiry and to develop, store, and transfer specialized knowledge and sophisticated skills, higher forms of culture, and ethical underpinnings of conduct, and administrative employees are an important part of achieving this goal (David, 2017).

The importance of administrative employees in tertiary institutions using excellent office automation systems cannot be overstated. In reality, information is not only a critical resource but also one of the institution's most strategic operational instruments for efficiency and effectiveness (Day, Junglas & Silva, 2019). As a result of the increasing difficulties in the management of institutions, efficient use of office automation system, regular organizational training and job satisfaction of administrative staff is more important than ever to tertiary institutional management in Nigeria. In view of this situation among administrative staff of public tertiary institutions in Ekiti State, this study seeks to investigate organizational training and job satisfaction of administrative staff of public tertiary institutions in Ekiti State.

### **Statement of the Problem**

Job satisfaction is key to every employee, administrative staff are involved in students' results computing, mobilization of graduating students, new students admission processing and issuance, office record keeping, sending mails, and lots more, when their level of satisfaction is high, mobilization will be done as at when due, timely release of students' results, no delay in admission for new students and other administrative

activities will be put in order in public tertiary institutions in Ekiti State. However, preliminary investigations, literature reviews and close observation has revealed that administrative staff of public tertiary institutions are not satisfied with their job. They are agitating for promotions, prompt payment of salaries, effective training and lots more for them to be efficient, and also for them to be committed to work. Due to this situation, they have resulted to showing their grievances by protesting against the management and showing bad attitude to work. If care is not taken, these tertiary institutions can be taken backward as regard it establishment objectives as mentioned earlier and this may affect the Nigeria nation. Administrative staff in public tertiary institutions in Ekiti State are not afforded the opportunity to use information as it supposed to be used and they lack regular training, as such they are reluctant to perform their duty as expected. In this part of the world, prompt payment of salary, job recognition and proper administrative training is believed to influence job satisfaction. Several scholars have focused on diverse areas of organizational training and job satisfaction in different sectors both in the developed and developing countries with various designs but not specifically organizational training and job satisfaction of administrative staff of tertiary institutions (Attar, & Sweiss, 2020; Gabriel & O'Brien, 2019; David, 2017). Thus, the study intends to investigate organizational training and job satisfaction of administrative staff of tertiary institutions in Ekiti State.

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

This study aimed at investigating organizational training and job satisfaction of administrative staff in public tertiary institutions in Ekiti State. The specific objectives of this study are to:

1. ascertain the level of job satisfaction of administrative staff of public tertiary institutions in Ekiti State.
2. examine various organizational training available for administrative staff in public tertiary institution in Ekiti State.
3. determine the influence of organizational training on job satisfaction of administrative staff of public tertiary institutions in Ekiti State.

### **Research Questions**

1. What is the level of job satisfaction of administrative staff of public tertiary institutions in Ekiti State?
2. What are the various organizational training programmes available for administrative staff in public tertiary institutions in Ekiti State?



## Hypothesis

**H<sub>01</sub>:** There is no significant influence of organizational training on job satisfaction of administrative staff of public tertiary institutions in Ekiti State.

## Methodology

This study adopted a cross-sectional survey design as it attempts to study a subset of a population at a period of time. Population of this study consists: Two hundred and Forty-six (246) Administrative staff on grade level 08-11 in public tertiary institutions in Ekiti State which were used for the study. The public tertiary institutions includes; Federal University Oye-Ekiti, Ekiti State University Ado-Ekiti, Federal Polytechnic Ado-Ekiti, Bamidele Olumilua University of Education Ikere-Ekiti and College of Health Science and Technology Ijero-Ekiti. The sample size of this study was two hundred and forty-six (246) which is made up of all administrative staff within the grade level 08-11 of the tertiary institutions in Ekiti State, this set of staffs were used because they are the one that handled the work within their cadre. Total enumeration sampling technique was used for data collection from the respondents. This is found suitable as their numbers are small to elicit the needed information. Data was collected using a structured questionnaire titled: Organizational Training and Job Satisfaction Questionnaire (OTJSQ). This study adopted the 4-point Likert scale design which allowed the researcher provide their opinion about the issue under study. To validate this instrument, Content and construct validity were done. Content validity was used to assess the internal validity of the research instruments which was ascertained through the supervisor and other experts in Information Management field. Corrections made were incorporated in constructing the final questionnaire, which were given out to the respondents for the study. The researcher subjected the questionnaire to a reliability test to check the internal consistency of all items measuring each variable in the study. The reliability of the instrument was done through a pilot study using thirty (30) copies of the questionnaire that was administered to the administrative staff of The Polytechnic, Ibadan which is not part of the study. Data obtained were subjected to Cronbach's Alpha reliability test to establish internal consistency of the items.

Due to number of respondents, a three (3) day training was conducted for four (4) Research Assistants to ease the administration, retrieval and initial sorting of copies of the questionnaires. In all, 246 copies of questionnaires were administered to the administrative staff of tertiary institutions in Ekiti State but only 224 copies were completely filled and used in analyzing the data. The researcher analyzed the data collected using the descriptive and inferential statistic for the items in all the sections in the questionnaires. To test the hypotheses formulated, the inferential statistics through regression analyses was used to test hypothesis one.



## Results

**Table 1: Demographic Characteristics of Respondents**

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

**Source: Field Survey Results (2022)**

Table 1 presents the demographic and personal profile of respondents used for this study. Table of gender showed that 84 respondents representing 37.5% were male while 140 respondents representing 62.5% were female, indicating that most of the respondents were female. Demographic profile of respondents as indicated in table 1 by age showed that 25 respondents representing 11.2% were within 20-25 years, 41 respondents representing 18.3% were 26-30 years, 88 respondents representing 39.3% were 31-35 years, 48

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

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

**Table 2: Descriptive Analysis of Responses on the level of job satisfaction of administrative staff in public tertiary institutions in Ekiti state**

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

## Efficiency

|                                                                     |                |               |              |              |      |
|---------------------------------------------------------------------|----------------|---------------|--------------|--------------|------|
| I avoid unproductive activities                                     | 131<br>(58.5%) | 66<br>(29.5%) | 18<br>(8.0%) | 9(4.0%)      | 3.42 |
| I exhibit personal readiness to serve in different capacities       | 112<br>(50.0%) | 91<br>(40.6%) | 12<br>(5.4%) | 9 (4.0%)     | 3.37 |
| I am persistently acquiring new knowledge related to its operations | 113<br>(50.4%) | 83<br>(37.1%) | 16<br>(7.1%) | 12<br>(5.4%) | 3.33 |
| I do not engage in counterproductive activities                     | 113<br>(50.4%) | 86<br>(38.4%) | 15<br>(6.7%) | 10<br>(4.5%) | 3.35 |
| I facilitate increase responsiveness to administrative needs        | 98<br>(43.8%)  | 98<br>(43.8%) | 16<br>(7.1%) | 12<br>(5.4%) | 3.26 |
| I facilitate increase responsiveness to student's need              | 120<br>(53.6%) | 83<br>(37.1%) | 9 (4.0%)     | 12<br>(5.4%) | 3.39 |
| Weighted Mean for efficiency                                        |                |               |              |              | 3.35 |

## Responsiveness

|                                                                      |                |                |              |              |      |
|----------------------------------------------------------------------|----------------|----------------|--------------|--------------|------|
| I ensure timely delivery of task assigned to me weekly               | 131<br>(58.5%) | 73<br>(32.6%)  | 11<br>(4.9%) | 9 (4.0%)     | 3.46 |
| Students need are promptly responded to without delay                | 125<br>(55.8%) | 81<br>(36.2%)  | 10<br>(4.5%) | 8 (3.6%)     | 3.44 |
| I have a good sense of time management needed to do a job/task well  | 118<br>(52.7%) | 79<br>(35.3%)  | 17<br>(7.6%) | 10<br>(4.5%) | 3.36 |
| I possess the ability to perform swiftly in all roles assigned to me | 134<br>(59.8%) | 73<br>(32.6%)  | 10<br>(4.5%) | 7 (3.1%)     | 3.49 |
| I make effort to respond quickly to student complaint                | 110<br>(49.1%) | 102<br>(45.5%) | 4 (1.8%)     | 8 (3.6%)     | 3.40 |
| I help to reduce counterproductive activities                        | 136<br>(60.7%) | 70<br>(31.3%)  | 11<br>(4.9%) | 7 (3.1%)     | 3.50 |

|                                   |      |
|-----------------------------------|------|
| Weighted Mean for responsiveness  | 3.44 |
| Overall mean for Job Satisfaction | 3.40 |

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

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

### Source: Field Survey Results (2022)

According to results in Table 2, overall, the weighted mean for job satisfaction is 3.40 and this suggest that the respondents agree with many of the statement representing job satisfaction of administrative staff in public tertiary institutions in Ekiti State. The overall mean of 3.40 shows that the level of job satisfaction of administrative staff in public tertiary institutions in Ekiti State is moderately high.

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

**Table 3: Descriptive Analysis of Responses on the various organization al training programmes available for administrative staff in public tertiary institutions in Ekiti State**

| Technical Training                                                                                                 | A              | V              | R             | N            | Mean |
|--------------------------------------------------------------------------------------------------------------------|----------------|----------------|---------------|--------------|------|
| Organize staff capacity development program to enhance administrative skills                                       | 153<br>(68.3%) | 55<br>(24.6%)  | 12<br>(5.4%)  | 4<br>(1.8%)  | 3.59 |
| Engage in collaborative training with international educational institute to enhance administrative staff's skills | 101<br>(45.1%) | 106<br>(47.3%) | 15<br>(6.7%)  | 2<br>(0.9%)  | 3.37 |
| Sponsoring administrative staff for local conference                                                               | 103<br>(46.0%) | 93<br>(41.5%)  | 22<br>(9.8%)  | 6<br>(2.7%)  | 3.31 |
| Organizing inter -disciplinary seminar to aid administrative activities                                            | 72<br>(32.1%)  | 108<br>(48.2%) | 26<br>(11.6%) | 18<br>(8.0%) | 3.04 |

|                                                                         |               |               |               |              |      |
|-------------------------------------------------------------------------|---------------|---------------|---------------|--------------|------|
| Organize in house seminars to address a specific administrative problem | 91<br>(40.6%) | 85<br>(37.9%) | 32<br>(14.3%) | 16<br>(7.1%) | 3.12 |
| Weighted Mean for technical training                                    |               |               |               |              | 3.29 |

### ICT Skills Training

|                                                                                                        |                |                |              |             |      |
|--------------------------------------------------------------------------------------------------------|----------------|----------------|--------------|-------------|------|
| Conduct periodic assessment of ICT skill gap needs to achieve better performance                       | 122<br>(54.5%) | 82<br>(36.6%)  | 18<br>(8.0%) | 2<br>(0.9%) | 3.45 |
| Provide a schedule of ICT skill training to be conducted at regular interval                           | 111<br>(49.6%) | 95<br>(42.4%)  | 16<br>(7.1%) | 2<br>(0.9%) | 3.41 |
| Provide adequate ICT facilities which enhance training                                                 | 95<br>(42.4%)  | 107<br>(47.8%) | 18<br>(8.0%) | 4<br>(1.8%) | 3.31 |
| Ensures that members of staff are all present to participate in the ICT skill training session         | 121<br>(54.0%) | 84<br>(37.5%)  | 13<br>(5.8%) | 6<br>(2.7%) | 3.43 |
| Ensures training covers the running of relevant software that aid work effectiveness                   | 108<br>(48.2%) | 93<br>(41.5%)  | 17<br>(7.6%) | 6<br>(2.7%) | 3.35 |
| Provide in-house support team to resolve challenges that comes up after the ICT skill training session | 124<br>(55.4%) | 81<br>(36.2%)  | 15<br>(6.7%) | 4<br>(1.8%) | 3.45 |
| Ensures ICT training is a continuous exercise                                                          | 148<br>(66.1%) | 55<br>(24.6%)  | 14<br>(6.3%) | 7<br>(3.1%) | 3.54 |

Weighted Mean for ICT skills training 3.42

Overall mean for Organisational training 3.35

Decision rule 1.00 – 1.49= very low, 1.50 – 2.49= low, 2.50 – 3.49 = high, 3.50 - high. Note: A-Always (4), VO- Very Often (3), R-Rarely (2), N-Never (1)

#### Source: Field Survey Results (2022)

According to results in Table 3, overall, the result of the descriptive statistics shows that organizational training activities such as technical training and ICT training is evidenced that management offers to the administrative staff of administrative staff in public tertiary institutions in Ekiti State. In addition, going by the weighted mean for each of the training activities, ICT training has a mean score of 3.42 while technical training has a mean score of 3.29 to suggest that the respondents agree with many of the statement representing organisational training of administrative staff in public tertiary institutions in Ekiti State. Relating the two training activities together an overall mean score for organisational training of 3.35 suggest the level of training is relatively high.

#### Test of Hypothesis

The followings are the decision rule here; the pre-set level of significance for this study was 0.05. If the p-value which indicated the significance or the probability value exceeded the pre-set level of significance ( $p > 0.05$ ), the hypothesis stated in null form is accepted, however, if the p-value is less than or equal to 0.05 ( $p \leq 0.05$ ), the hypothesis is rejected.

**H<sub>0</sub>1:** There is no significant influence of organizational training on job satisfaction of administrative staff of public tertiary institutions in Ekiti State.



**Table 4a -c: Summary of multiple regression analysis for the influence of organizational training on Job satisfaction of administrative staff in public tertiary institutions in Ekiti State**

**a. Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .585 <sup>a</sup> | .343     | .337              | .31846                     |

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

**b. ANOVA<sup>a</sup>**

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

a. Dependent Variable: Job Satisfaction

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

**a. Coefficients<sup>a</sup>**

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

a. Dependent Variable: Job Satisfaction

**Source: Field Survey Results (2022)**

Table 4a-c presents the results of the multiple regression analysis for the influence of organizational training on job satisfaction of administrative staff in public tertiary institutions in Ekiti State. From the results in Table 4a, organizational training has a positive and moderately strong relationship with job satisfaction of administrative staff in public tertiary institutions in Ekiti State ( $R = 0.585$ ). The coefficient of determination ( $\text{Adj. } R^2$ ) of 0.337 shows that organizational training explains 33.7% of the variation in job satisfaction of administrative staff in public tertiary institutions in Ekiti State, while the remaining 66.3% variation in job satisfaction of administrative staff in public tertiary institutions in Ekiti State explained by other variables not investigated in this study.

Table 4b presents the results of ANOVA (overall model significance) of regression test which revealed that organizational training has a significant influence on Job satisfaction of administrative staff in public tertiary institutions in Ekiti State. This can be explained by the F-value (57.573) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that organizational training significantly influenced the job satisfaction of administrative staff in public tertiary institutions in Ekiti State.

In addition, the results of regression coefficients in table 4c, revealed that at 95% confidence level, a unit change in technical training will lead to a 0.155 increase in the job satisfaction of administrative staff in public tertiary institutions in Ekiti State, given that all other factors are held constant. Also, at 95% confidence level, a unit change in ICT training will lead to a 0.429 increase in the job satisfaction of administrative staff in public tertiary institutions in Ekiti State given that all other factors are held constant. Of the organizational training indicators examined, ICT training ( $\beta=0.429$ ) has the highest relative influence on job satisfaction of administrative staff in public tertiary institutions in Ekiti State followed by technical training ( $\beta=0.155$ ). On the strength of this result ( $\text{Adj. } R^2 = 0.337$ ,  $F(2, 221)= 57.573$ ,  $p= 0.000$ ), this study rejects the null hypothesis one ( $H_{01}$ ) which states that there will be no significant influence of organizational training on job satisfaction of administrative staff in public tertiary institutions in Ekiti State.

## Discussion of Findings

The first research question of study focused on identifying the level of job satisfaction of administrative staff in public tertiary institutions in Ekiti state. The result of the descriptive statistics revealed that the level of job satisfaction of administrative staff in public tertiary institutions in Ekiti State is moderately high given the overall mean score of 3.40. Nevertheless, more effort is required by the management of public tertiary institutions in Ekiti State to ensure that administrative staff operates at an optimum level by ensuring that

staff evaluation should systematically address issues such as their level of commitment, efficiency and the ability to respond quickly to task given. This is important because they offer insight into employee's level of satisfaction with the job there are currently holding.

The second research question of study focused on identifying the various organizational training programmes available for administrative staff in public tertiary institutions in Ekiti State. The result of the descriptive statistics revealed that organizational training activities such as technical training and ICT training is evidenced that management offers to the administrative staff in public tertiary institutions in Ekiti State. In addition, going by the weighted mean for each of the training activities, ICT training has a mean score of 3.42 while technical training has a mean score of 3.29 to suggest that the respondents agree with many of the statement representing organizational training of administrative staff in public tertiary institutions in Ekiti State. Relating the two training activities together an overall mean score for organizational training of 3.35 suggest the level of training is relatively high. Nevertheless, to sustain continuous improvement of work done it is imperative that management of the public tertiary institutions in Ekiti State should continuously engage their administrative staff on a periodic and systematic training that will improve their work capability and enhance their job satisfaction. Furthermore, findings of hypothesis one reveal that: this study rejects the null hypothesis one ( $H_01$ ) which states that there will be no significant influence of organizational training on job satisfaction of administrative staff in public tertiary institutions in Ekiti State. The findings of hypothesis one found support evidence in prior empirical studies. For instance, a study was carried out by a researcher on a study conducted in Scotland, UK, on 150 organizations to examine the main concerns of the present Human Resource performance, shown that 89% of the organizations surveyed placed employee training and development as the most significant in the performance management.

Further research conducted on the effect of training and development on the employee performance, submitted that, there is a solid positive correlation between both management development and employee training and development program, and organization performance in Russian team-based affiliates of Western corporations. This suggests that, both management and employee development were meaningfully interrelated with organization performance. He added that, an emphasis on employee development, with employments safety, is possible to be common by employees in terms of high level of organizational obligation. Committing funds into employee training and development may also be essential for Western organization struggling to attain a competitive advantage through high value products and services, particular features that

were not paid much attention to during previous planned economy. The literature reviewed has pointed out that organizational training has a path through which administrative work effectively to achieve increase productivity in the institution. Therefore, on the strength of the support found in prior existing studies with this present study's result, the study can conclude that office automation, organizational training have positive and significant influence on job satisfaction of administrative staff in public institution in Ekiti State.

## **Conclusion**

Therefore, it has become expedient that those in charge of administration and carrier of knowledge be well satisfied with their jobs. This is because success of the nation is a function of the students, and the success of the students is not independent of the administration and knowledge providers in the institution they attend, but has an undeniable effect on each other. The relevance of organizational training and job satisfaction of administrative staff is very important because office automation system helps in capturing, storing, retrieving, utilizing and sharing, if the administrative staff are well trained then it will show in the level of their performance to the institution. Also, regular training, and exposure to proper training programmes on how to use ICT facilities and office equipment effectively and efficiently will enhance their job satisfaction.

## **Recommendations**

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

1. The management of public tertiary institutions in Ekiti State to ensure that administrative staff operates at an optimum level by ensuring that staff evaluation should systematically address issues such as their level of commitment, efficiency and the ability to respond quickly to task given. This is important because they offer insight into employee's level of satisfaction with the job there are currently holding.
2. Management of the public tertiary institutions in Ekiti State should continuously engage their administrative staff on a periodic and systematic training that will improve their work capability and enhance their job satisfaction.
3. Since organizational training has positively and significantly influence job satisfaction of administrative staff of public tertiary institution in Ekiti State, government should focus on organizing and sponsoring administrative staff for more training to enhance effective work performance of the administrative staff.

## References

- Ali, R. R (2015). Interrelationship of employee development, organizational commitment, job satisfaction and their impact on turnover intentions. *City University Research Journal*,
- Attar, G. & Sweiss, R. (2020). The relationship between information technology adoption and job satisfaction in contracting companies in Jordan. *Journal of Information Technology in Construction*, 15, 44-63.
- Balzer, W., Kihm, J., Smith, P. & Irwin, J. (2007). Users' manual for the job descriptive index (JDI, 2007 Revision) and the job in general (JIG) scales. *Ohio: Bowling Green State University*.
- Chamundeswari, S. (2016). Job satisfaction and performance of school teachers. *International Journal of Administrative of Research in Business and Social Sciences*, 3(5), 420-428.
- David, G. B. (2017). Organizational and Social Perspectives on Information Technology. Kluwer, Boston Office automation system s Conceptual Foundations: Looking Backward and Forward. In R.L. Baskerville, J. Stage and J.I. DeGross, eds., 61–82.
- Day, J. M., Junglas, I. & Silva, L. (2019). Information Flow Impediments in Disaster Relief Supply Chains. *Journal of the Association for Office automation systems*, 637–660.
- Edwin, A. (2019). The Nature and Causes of Job Satisfaction. In M. D. Dunnette, ed., *Handbook of Industrial and Organizational Psychology*. Chicago: Rand McNally.
- Eskildsen, J. (2017). The managerial drivers of employee satisfaction and loyalty. *Quality Management*, 581.
- Gabriel, J. & O'Brien, J. (2019). *Management Office automation systems-Managing Information Technology in the Internetworked Enterprise*. Boston: Irwin.
- Lawal, W. O. (2017). Availability, Accessibility and Use of Information Sources as Precursor of Research Productivity of Medical Scientists in the College of Medicine, University of Ibadan, Nigeria. *JOLIS*, 4(1 & 2), 59-72.
- Mills, A.J. & Novicevic, M.M. (2019). Management and organizational history. <https://doi.org/10.4324/9781351047920>
- Thomson, E. R. & Phua, F.T.T. (2012). A Brief Index of Affective Job satisfaction. *Organisation Management*, 37(3), 275-307.

## Records Filing and Office Automation as Predictors for Job Performance

<sup>1</sup>Adejoke Alice ALADES URU-AMUDA, <sup>2</sup>[Lydia Adejoke AWOBENU \(PhD\)](#),

<sup>3</sup>Oluwakemi Esther IBIRONKE, and <sup>4</sup>[Olanike Victoria AHAMZE](#)

<sup>1</sup>Bamidele Olumilua University of Education Science and Technology, Ikere Ekiti, Ekiti State.

<sup>2,3,4</sup>Department of Information Management, Lead City University, Ibadan, Oyo State.

<sup>1</sup>[aladesuru76adejoke@gmail.com](mailto:aladesuru76adejoke@gmail.com); <sup>2</sup>[oluwalolayo@gmail.com](mailto:oluwalolayo@gmail.com);

<sup>3</sup>[oluwakemiibironke01@gmail.com](mailto:oluwakemiibironke01@gmail.com); <sup>4</sup>[nikkamze@yahoo.com](mailto:nikkamze@yahoo.com)

### Abstract

*The study investigated the influence of Office Automation, Records Filing and Job Performance of Secretarial Staff in Ministry of Education in Ekiti State, Nigeria. Survey research design was adopted to study one hundred and ninety-six secretarial staff in Ekiti State Ministry of Education using total enumeration due to few numbers of respondents. A primary data was gathered to address the objectives of the study through a structured questionnaire in line with existing literatures. The reliability co-efficient for the constructs was 0.9. Results of the findings from this study revealed that Office automation and record filing used by secretarial staff of Ekiti State Ministry of Education significantly influenced the job performance of secretaries in the organisation ( $\text{Adj. } R^2 = 0.470$ ,  $F(2,185) = 83.986$ ,  $p = 0.000$ ). The study therefore concluded that an effective record filing method both manually and electronically will attractive employees to work and will eventually result in improved job performance among secretarial staff of Ekiti State Ministry of Education. Also, regular training, and exposure to proper training programmes on how to use ICT facilities and office equipment effectively and efficiently will enhance their job performance. The study recommended that Ekiti State government should empower secretaries with diverse method of record filing for them to improve their record keeping, retrieval, processing and disposal skills.*

**Keywords:** Office Automation, Records Management, Filing Systems, Job Performance, Secretarial Administration, Office Management

### Introduction

Job performance is critical for companies to provide high-quality services, which increases customer happiness and it is considered vital for the development of both the employer of labour as well as employees (Allyson, 2021). It reveals the behaviour displayed by employees while in office. The relevance of performance may be seen in the development of value for a company's employees, which may be equal to or more than the expected value by those who provide the assets, allowing the business to continue to exist. Accordingly,



Ajayi, Ahmed, Olakunle, & Ojelade posited that the level of success achieved by an organization depend so much on how productive its employees are. It is therefore clear to say that for an organization to remain relevant in this global competitive age, such an organization must hold in high esteem her workers through which such an organization can compete better. Individual job performance is important for both companies and people.

On the aforementioned, employee satisfaction is therefore of great important as this inspires them to be more effective with their jobs, and they work efficiently for improved results. This therefore makes every company strives to develop a fulfilled workforce and maintain the company's well-being. However, the global functioning of the company depends on the efficient and effective role of individual employees. Businesses therefore, places a premium worth on on the performance of employees for high organizational productivity to be obtained. The public sector on the other hand, engages her secretarial staff with many responsibilities some of which includes record filing, administrative functions, customer services roles amongst others. Developing countries such as Europe, USA, Asia among others, are experience a shift in technology given them an edge and this in a way, has brought about a great relieve to employees' effort.

Allison (2021) is of the opinion that records are the main brain of an organization. He further explained that records are created, stored, retrieved and retained with the final stage as such records can as well be destroyed. Vroom 2000, posited that records is defined as the information that is recorded during an official time and stored appropriately. Atulomah (2011) opines that records filing is priceless to administration. It is important to ensure good record filing is achieved in order to attain better performance. The process of record keeping, on the other hand, offers a framework for storing, preserving, and disposing of records and the information contained within them. The highlighted framework is intended to educate individuals about professional record keeping decisions.

The "Ethical Principles of Psychologists and Code of Conduct," for example, is typically necessary for preservation of proper records of physical services by American Psychological Association (APA, 2007). Regardless of the record type, it is critical that employees get acquainted with the lawful and moral standards for keeping good records in their respective professional settings. In general, record keeping procedures need to adhere to some amount of secrecy, adequate preservation, content and context preservation, security, and so on (Igwoke, 2014). Unfortunately, Nigeria's record-keeping

process and management situation, particularly within the educational system, has been ineffective due to a lack of management component are insufficient and even unaware of their tasks (Iguodala, 2018). This raises concerns about the accuracy and trustworthiness of records stored in such a system (Massa, 2021).

According to International Standard Organization, records filing is “the field of management responsible for the efficient and systematic control of the creation, receipt, maintenance, use and disposition of records, including the processes for capturing and maintaining evidence of information about business activities and transaction in the form or records”. In addition, record keeping provides an outline for keeping, preserving and opportunity for the nature of records and what is confined in them. This framework is provided for by procedures considered to educate all on decisions concerning keeping records in a professional way. For example, American Psychological Association's (APA, 2007) guideline of ethical behaviour emphasized on the effective management of proper records of psychological services. It is therefore worthy of note that, the nature of records varies depending on setting, purpose, and context of different services in Nigeria, just as in America.

Secretarial staff generally engages in keeping records and files of the ministry, reporting activities for day – to – day, etc. It is right to say that the secretary is multipurpose and multitalented and as such can easily adapt to any business environment in the offices (Akasi & Erwar, 2021). Lack of effective office automation, such as the adoption of electronic devices for carrying out office tasks in order to make government ministries and departments more effective and efficient, may have adverse effect on job performance. In today's organization, employees are expected to be supplied with the necessary working tools that will make them carry out their duties and responsibilities with needed accuracy, high speed and efficiency. Most of the time, this is not the case in government establishments, where some of the tools are outdated leading to a drop in the job performance of secretaries. If care is not taken, this will affect education in Ekiti State and will affect education in the state up to advanced level because it is what is produced that will eventually have impact on the nation's economy on the long run. Automation of office activities and documents will correct past mistakes of doing work and filing activities for future references as well as easy retrieval.

However, it appears that the process of filing records in the ministry of education in Ekiti State is poorly maintained as some appear to be irretrievable, misplaced or wrongly filed. Staff complain of limited filing space as well as severe process of accessing needed files

when urgently needed due to the bulky documents. These has led to difficulty in retrieving of important information for decision making as waste of precious time which can be used to achieve other things. Several empirical investigations have been carried out on record filing, office automation and job performance (Atulomah, 2011; Allison, 2021; Massa, & Ajayi 2021; Ajayi et al, 2018) nevertheless, findings carried out in the Ekiti State Ministry of Education seems scarce. Hence, the study intends to investigate what influence will office automation, records filing have on job performance of secretarial staff in Ministry of Education, Ekiti State.

### **Objectives**

The following objectives guided the study;

1. Examine the level of job performance of secretarial staff in Ministry of Education, Ekiti State;
2. Find out the level of office automation of secretarial staff in Ministry of Education, Ekiti State;
3. identify different methods of records filing available for secretarial staff of Ekiti State Ministry of Education.
4. Investigate the combined influence of office automation and record filing on job performance of secretarial staff of Ekiti State Ministry of Education

### **Research Questions**

1. What is the level of job performance of secretarial staff of Ekiti State Ministry of Education?
2. What is the level of office automation of secretarial staff of Ekiti State Ministry of Education?
3. What are the different methods of records filing available for secretarial staff of Ekiti State Ministry of Education?

### **Hypothesis**

**H<sub>01</sub>:** There is no significant influence of office automation and records filing on job performance of secretarial staff of Ekiti State Ministry of Education.

### **Literature Review**

In the field of of industrial and organisational psychology, job performance is a key indicator of success (Borman, 2014). Performance has been called a key sign of an organization's success for as long as anybody can remember, and it has been conceived of in a wide variety of ways (Organ, 2017). Performance is frequently evaluated in terms of

monetary metrics, with a score based on both desired behaviour and task-related difficulties. Workers' abilities and motivations have also been categorised. It's the set of abilities, aptitudes, and traits (KSAOs) that one has to have in order to carry out a specific job. The term "will-do" is intended to convey an individual's level of motivation when performing his/her job (Schulze, 2018).

Records filing is very key to every organization and should be properly arranged. According to the United State General Services Administration 1999, filing is defined as a way of organizing and storing of information in order to locate it when it is needed. This information ranges from memoranda, Business letters, drafts and other related documents. This is not far from what is obtainable in present public offices. In addition, Massa, 2021 postulates that records preserve the right as well as interest of both the government and its citizens. Furthermore, records filing serves as a memory aid for human when it is concern with making the right decision and submission of evidences in an organization. When record filing is properly handled, this will make retrieval process a much easier and lead to better decision making without experiencing a form of delay in its process.

Office automation is regarded as a phrase used to described various types of computer systems and software that are used in the office to gather, alter, store, utilize or transfer information. This connotes that office automation is useful in the management of office information as it relates to gathering of information and communication in one single place. It uniquely organizes data in an orderly manner. Uppal, Gupta, Juneja, Dhiman and Kautish (2021), stated that smart office automation is the most recent and fast-growing technology in today's marketplace which can be well monitored for comfortability. They further explain that automating an office generates comforts with regards to the satisfaction of the user. Automating an office has really improved the process of record filing in the office and reduces labour stress as well as manual processing. This has helped employees in multi-tasking and taking care of longer tasks.

Effective record filing for effectiveness is needed in every office. Despite the emergence of many Information communication technology gadgets in organizations today, some secretaries still limit themselves to manual way while carrying out their daily tasks in the office. This can be linked to an ineffective way of handling information and this pose a knowledge gap in the secretarial profession. According to Dosunmu, the availability of office automation in an office will go a long way in influencing the skill and competence of a secretary which will have impact on how he or she will handle a given task. Okoli 2012,

pointed out that one of the challenges of office automation is the skill gap for communication technology with a ripple effect on the efficiency of such secretary.

### Conceptual Framework

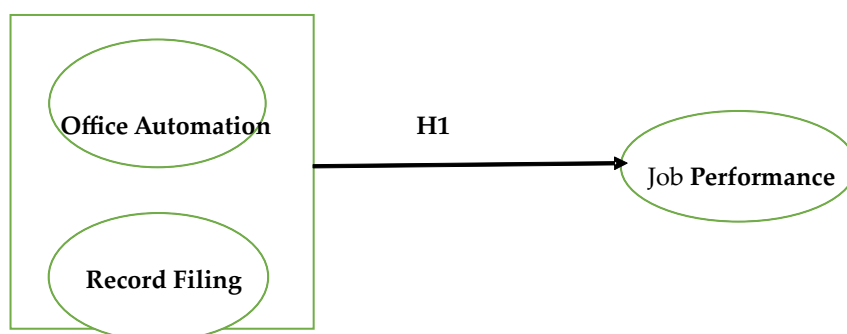


Fig: 1. Conceptual Model showing Office Automation, Record Filing and Job Performance  
Source: Researcher's Conceptual Model, 2022

### Methodology

The survey research design was employed for this study as it studied a subsection of a population at a particular point in time to ascertain the influence of record filing and office automation, on job performance of secretarial staff in Ekiti State Ministry of Education. The population of this study is one hundred and ninety – six (196) secretarial staff of Ekiti State Ministry of Education. The sample size of this study is one hundred and ninety-six (196) which is made up of secretarial staff in departments and agencies of Ekiti State Ministry of Education. Total enumeration was adopted for the sample techniques.

Data was gathered from the respondents through the distribution of questionnaire so as to analyzed the structured questions and responses easily to achieve the study's objective. This study adopted the Likert scale design which allowed the researcher in listing options where respondents choose from. The researcher analyzed the data collected using the descriptive and inferential statistics. Descriptive statistics (mean, frequency distribution, standard deviation and percentage) was used to analyzed research questions one to three. The hypothesis in the study was tested at level of 0.05 significance. The data collected for the study was analyzed using Statistical Product and Service Solution (SPSS), Version 24.

### Results and Discussions

A total of one hundred and ninety-six (196) copies of the research instrument (questionnaire) were administered, and one hundred and ninety-two (192) copies were

returned. After sorting the questionnaires only one hundred and eighty-eight (188) copies were certified as duly filled and considered usable. The useable questionnaire represented 95.9% response rate. The high response rate was recorded as the researcher administered the instruments with the help of research assistants who put concerted efforts in reaching out to the secretaries to request them to participate in the study. The response results is presented below in Table 4.1.

**Table 1: Response Rate**

| <b>Response Rate:</b>              | <b>Frequency</b> | <b>Per cent (%)</b> |
|------------------------------------|------------------|---------------------|
| Returned and used                  | 188              | 95.9%               |
| Not Returned/Returned but not used | 8                | 4.1%                |
| No of distributed Questionnaire    | 196              | 100%                |

**Source: Field Survey Data (2022)**

**Table 2: Demographic Characteristic of Respondents**

| <b>Variable</b>        | <b>Category</b> | <b>Frequency</b> | <b>Percentage</b> |
|------------------------|-----------------|------------------|-------------------|
| Gender                 | Male            | 48               | 25.5%             |
|                        | Female          | 140              | 74.5%             |
| Age                    | 21-30 years     | 14               | 7.4%              |
|                        | 31-40 years     | 36               | 19.1%             |
|                        | 41-50 years     | 37               | 19.7%             |
|                        | 51-60 years     | 16               | 8.5%              |
|                        | 61 -65 years    | 85               | 45.2%             |
| Academic Qualification | ND/NCE          | 89               | 47.3%             |
|                        | B.Sc/BA/HND     | 59               | 31.4%             |
|                        | PGD/MBA/MSc/MA  | 29               | 15.4%             |
|                        | MPhil           | 1                | 0.5%              |
|                        | PhD             | 10               | 5.3%              |



|                   |                        |    |       |
|-------------------|------------------------|----|-------|
| Length of Service | Below 5 years          | 10 | 5.3%  |
|                   | 6-10 years             | 45 | 23.9% |
|                   | 11-15 years            | 48 | 25.5% |
|                   | 16 years+              | 85 | 45.2% |
| Job Level         | Top Management         | 31 | 16.5% |
|                   | Middle Management      | 68 | 36.2% |
|                   | Operational Management | 89 | 47.3% |

---

**Source: Field Survey Results (2022)**

Section A consists of background and respondents' details which describes basic features such as gender of the respondents, age of the respondents, educational level, Job level, and years in service. Table 2 presents the breakdown of the demographics of the study respondents used for this study. The distribution of the respondents according to gender shows that there are 48 male respondents representing 25.5% while 140 respondents representing 74.5% were female, which means that most of the respondents were female. Also, distribution by age revealed that 14 (7.4%) of the respondents were between the ages of 21-30 years, 36 (19.1%) respondents were between 31-40 years, 37 respondents representing 19.7% were between 41-50 years, 16 respondents representing 8.5% were between 51-60 years, and 85 respondents representing 45.2% were between 61-65 years, indicating that most of the respondents were between 61-65 years.

In addition, 47.3% of respondents had ND/NCE, 31.4% of them had B.Sc./BA/HND, 15.4% had PGD/MBA/MSc/MA, 0.5% had MPhil, while 5.3% had PhD. Furthermore, 10 respondents representing 5.3% had below 5 years' length of service, 45 respondents representing 23.9% had 6-10 years, 48 respondents representing 25.5% had 11-15 years working experience, and 85 respondents representing 45.2% had 16 years+. However, 31 respondents representing 16.5% are Top management, 68 respondents representing 36.2% are Middle management, and 89 respondents representing 47.3% are Operational management.

**Table 3: Summary of Regression Analysis for the Influence of Office Automation and Record Filing on Job Performance of Secretarial Staff of Ekiti State Ministry of Education**

**Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .690 <sup>a</sup> | .476     | .470              | .27177                     |

a. Predictors: (Constant), Record Filing, Office Automation

**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | df  | Mean Square | F      | Sig.              |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1     | Regression | 12.406         | 2   | 6.203       | 83.986 | .000 <sup>b</sup> |
|       | Residual   | 13.664         | 185 | .074        |        |                   |
|       | Total      | 26.070         | 187 |             |        |                   |

a. Dependent Variable: Performance

b. Predictors: (Constant), Record Filing, Office Automation

**Coefficients<sup>a</sup>**

| Model |                   | Unstandardized Coefficients |            | Standardized Coefficients |       | Sig. |
|-------|-------------------|-----------------------------|------------|---------------------------|-------|------|
|       |                   | B                           | Std. Error | Beta                      | t     |      |
| 1     | (Constant)        | .395                        | .197       |                           | 2.002 | .047 |
|       | Office Automation | .578                        | .085       | .479                      | 6.825 | .000 |
|       | Record Filing     | .271                        | .069       | .274                      | 3.909 | .000 |

a. Dependent Variable: Performance

**Source: Field Survey Data (2022)**

From the results in Table 3, office automation and record filing have positive significant relationship with the job performance of office automation on job performance of secretarial staff of Ekiti State Ministry of Education ( $R = 0.690$ ). The coefficient of determination (Adj.  $R^2$ ) of 0.470 reveals that office automation envisages 47% of the disparity in job performance of secretarial staff of Ekiti State Ministry of Education, while the 53% difference in job performance of secretarial staff of Ekiti State Ministry of Education is described by other extraneous different from those examined. The results of the ANOVA (overall model significance) regression test are shown in Table 4.8b. They indicate that office automation and record filing have a substantial impact on the work performance of secretarial employees at the Ekiti State Ministry of Education. This may be explained by the high F-value (83,986) and low p-value (0.000), both of which are statistically significant at the 95% confidence range. Consequently, the findings suggest that the adoption of office automation and record filing at the Ekiti State Ministry of Education had a considerable impact on the work performance of its secretarial employees.

Moreover, the findings of regression coefficients in table 3c demonstrated that a unit change in office automation will result in a 0.578% rise in the job performance of secretarial employees at the Ekiti State Ministry of Education, assuming all other parameters remain constant. In addition, a unit change in record filing will result in a The office automation has the highest relative influence ( $\beta = 0.578$ ) followed by record filing ( $\beta = 0.271$ ). All the relative influence of office automation and record filing were positive and statistically significant at probability values less than 0.05. Based on the result, (Adj.  $R^2 = 0.470$ ,  $F(2,185) = 83.986$ ,  $p = 0.000$ ), this study rejects the null hypothesis three ( $H_03$ ) which states that there will be no significant combine influence of office automation and records filing on job performance of secretarial staff of Ekiti State Ministry of Education.

Although, research question one show that despite a weighted mean of 2.92 which represents a high score for the level of job performance of secretaries, more effort is still required from the management of the selected ministry of education. There is need or them to ensure that secretaries operate at an optimal level and conduct performance evaluation check to reflect the important aspects of their job. This is expected to improve the job performance of secretarial staff of Ekiti State ministry of education.

This result of the research question two show that despite a weighted mean of 3.00 and this suggest that the respondents agree with many of the statement representing office automation of secretarial staff of Ekiti State Ministry of Education. Though questions such as 'Easy access to information', 'there is control access to data' and 'there are time limits to

data access' shows that the office automation of secretarial staff of Ekiti State Ministry of Education is moderately high, the underlining issues discovered as presented above still suggest that a lot of effort will be needed regarding office automation to ensure better employee performance. Management of Ekiti State Ministry of Education need to conduct periodic training for their secretarial staff on issues bothering office automation communication, integration and access control and security.

This result of the research question two show that despite a weighted mean of 2.90 and this suggest that the respondents agree with many of the statement representing office automation of secretarial staff of Ekiti State Ministry of Education. Specifically, of the issues such as 'Records are easily tracked when needed' with a mean score of 2.26, and 'Reports and information are disseminated with ease' with a mean score of 2.22, shows that despite an overall mean of 2.90 which shows that the record filing of secretarial staff of Ekiti State Ministry of Education is moderately high, the underlining issues discovered as presented above suggest a lot of effort is needed regarding record filing to ensure better employee performance. Management of Ekiti State Ministry of Education need to conduct periodic training for their secretarial staff on issues bothering record filing efficiency and effectiveness.

The findings of hypothesis one revealed that office automation and record filing in use in Ekiti State Ministry of Education significantly influenced the job performance of its secretarial staff. Hence, the findings of hypothesis one found support in prior empirical studies. For instance, a study was carried out in selected brewing firms in Nigeria on the office automation and employee performance and result revealed that there exist a significant and positive relationship between office automation and employee performance. The study is in support of the findings from this investigation. It was recommended from the study that employees needed to be involved before mounting equipment. Also, adjustments 'should be built into the design and layout if possible, so as to adjust placement to suits different categories of workers.

Another research on the impact of office automation on employee engagement in Nigeria's Cross River State agro-based industry was conducted by Ushie, Agba, & Okorie, (2015). The research drew participants from the state's two largest agricultural businesses. The study picked one thousand one hundred ninety-four (1,194) respondents using purposive sampling technique. A questionnaire measured on a four-point Likert scale was used to collect information from participants. Using Pearson Product Moment Correlation (r), collected data was analysed. Therefore, the findings indicate that office automation, such

as communication flow, integration, and security that is free of recognized threats, is positively connected with employees' dedication and, consequently, performance. The research advised, among other things, that the management of agro-based companies in the state of Cross River should implement and promote effective use of information technology so as to elevate the morale, health, efficiency, and output of your staff.

This study's conclusions are consistent with those of Campbell, who defined work performance as an individual-level variable. This sets it apart from higher-level variables like organizational performance or national performance, which are more all-encompassing concepts. The performance of interest, whether mental or behavioral, must, nevertheless, be under the control of the individual. In addition, the conclusion was consistent with what was predicted by the Records Life Cycle Model (Frank Upward 2000). The life cycle of a record, in his view, is the same as that of a living organism: it is born, it grows, and it dies. Documents are kept for as long as they are needed, after which they are either archived or destroyed.

Because of its design, the records life cycle model is better suited to the needs of businesses that must handle paper documents. Therefore, the study concludes that office automation, record filing has a positive and significant influence on the job performance of secretarial staff at the Ekiti State Ministry of Education based on the strength of the support found in prior existing studies with the result of the present study, elevate the morale, health, efficiency, and output of your staff.

This study's conclusions are consistent with those of Campbell, who defined work performance as an individual-level variable. This sets it apart from higher-level variables like organizational performance or national performance, which are more all-encompassing concepts. The performance of interest, whether mental or behavioral, must, nevertheless, be under the control of the individual. In addition, the conclusion was consistent with what was predicted by the Records Life Cycle Model (Frank 2000). The life cycle of a record, in his view, is the same as that of a living organism: it is born, it grows, and it dies. Documents are kept for as long as they are needed, after which they are either archived or destroyed.

Because of its design, the records life cycle model is better suited to the needs of businesses that must handle paper documents. Therefore, the study concludes that office automation, record filing has a positive and significant influence on the job performance of secretarial staff at the Ekiti State Ministry of Education based on the strength of the support found in prior existing studies with the result of the present study.

## Conclusion

Office automation and record filing used by secretarial staff of Ekiti State Ministry of Education significantly influenced the job performance of secretaries in the organisation. The essence of performance is significant when it comes to defining success of an organization. The need to provide ICT facilities and modern office equipment is also considered critical because it is key to better job performance secretarial staff of the organisation. On the other hand, office automation influence job performance by helping to enhance record storage, record processing and record retrieval in order to achieve the organisation set out objectives. Improving record filing method both manually and technologically made them to be attractive to work and will eventually result in improved job performance among secretarial staff of Ekiti State Ministry of Education. It is worthy of note that, regular training, and exposure to proper training programmes on how to use ICT facilities and office equipment effectively and efficiently will equally enhance their job performance.

## References

- Ajayi, J. K., Ahmed, J. A., Olakunle, M. K. & Ojelade, M. O. (2018). Motivation and Job Performance of Workers (A Case of Shaki-East Local Government, Oyo State, Nigeria). *International Journal of Innovative Psychology & Social Development* 6(1):34-42
- Allison, G. O. (2021). Records Management Practices and Job Performance of Registry Staff of Universities in Ogun State, Nigeria. *policy*, 5(9), 69-78.
- Atulomah, B. C. (2011). Perceived records management practice and decision making among university administrators in Nigeria. *Library Philosophy and practice*. <http://unllb.edu/LPP/>
- Campbell, J. P., Dunnette, M. D., Arvey, R. D., & Hellervik, L. V. (1973). The development and evaluation of behaviorally based rating scales. *Journal of Applied Psychology*, 57(1), 15.
- Dosunmu, M. M., Bukki, A. O., & Akintola, O. A. (2018). Influence of office automation on secretarial administrators' effectiveness in Ogun State-owned universities. *KIU Journal of Social Sciences*, 4(3), 57-64.
- Erwat, E. A., & Akasi, S. E. (2021). Roles of Office Technology and Management Lecturers in Shaping Secretarial Profession to Meet the Challenges of Knowledge Economy. *International Journal of Management, Business and Entrepreneurship*, 4(1), 30-42.
- Iguodala, W.A. (2018). Records in Educational Management in Educational Management



- for Sub-Saharan African. Mon Nwadiani Dimensions of Education Series No 2. Nigerian Society for Educational Planning (NSEP) Monose Amalgamates.
- Igwoku, I. F. (2014). An Analysis of Record Management Strategies in Western Nigeria. M.Ed. Dissertation, Unpublished. Abraka: Delta State University.
- Massa, M. E. (2021). The Effects of Filing System on Work Performance in the Kumba City Council. *International Journal of Innovative Analyses and Emerging Technology*, 1(5), 197 – 202 . R e t r i e v e d f r o m <http://openaccessjournals.eu/index.php/ijiaet/article/view/507>
- Schulze, J. (2018). The knowledge, skills, abilities, and other characteristics (KSAOs) needed to succeed in virtual teamwork and in text-based computer-mediated communication (Doctoral dissertation).
- Uppal, M., Gupta, D., Juneja, S., Dhiman, G., & Kautish, S. (2021). Cloud-based fault prediction using IoT in office automation for improvisation of health of employees. *Journal of Healthcare Engineering*, 2021.
- Upward, F. (2000). Modelling the continuum as paradigm shift in recordkeeping and archiving processes, and beyond Ö a personal reflection. *Records management journal*.
- Ushie, E. M., Agba, A. M. O., & Okorie, C. (2015). Work environment and employees' commitment in Agro-based industries in Cross River State, Nigeria. *Global Journal of Human-Social Science Research*, 15(6), 9-15.
- Vroom, V. (2000). *Work and Motivation*, 3rd ed. New York: Wiley.

## Entrepreneurial intention for Sustainable Development among Business Education Students in Lagos State

Seyi DAVID, PhD; Olaiwola Seun SODAMOLA; and Ayokunle Igweh  
OGBONNAYA

<sup>1</sup>Department of Art and Social Science Education, Lead City University, Ibadan, Oyo  
State

<sup>2</sup>Department of Office Technology & Management Education; <sup>3</sup>Department of  
Entrepreneurship Education, Federal College of Education (Technical), Akoka, Lagos  
State.

<sup>1</sup>david.seyi@lcu.edu.ng; +234-9038300444

<sup>2</sup>elderdj2002@gmail.com; +234-8023998945

<sup>3</sup>ayokunleigweh@gmail.com; +234-8069687158

### Abstract

*This study examined entrepreneurial intention for sustainable development among Business Education graduates in Lagos State. In recent time, graduates from the nation's tertiary institution of learning have been plagued by the inability to get jobs in corporate industries and companies in Nigeria. It is in seeking a solution to this problem that the researchers delved through literature, describe concept of Entrepreneur Intention, sustainable development, concept of Business Education, Entrepreneurial Intention for Sustainable Development among Business Education at NCE level and effective strategies to be put in place for entrepreneurial intention for self-reliance and sustainable development among Business Education graduates. The study revealed that, Entrepreneurship Education being a dynamic field of study has transformed educational system to one which aims at grooming manpower to fill the over growing vacuum created by unemployment. Hence, Business Education graduates possess the basic skills and adequate expertise required for the effective practice of entrepreneurship. It was recommended among others that, adequate funding of higher institutions on skill acquisition courses, loans, other forms of financial grants should be given to graduates to have capital to be self-employed and effective collaboration should be between industries and institutions of learning to promote entrepreneurial intention.*

**Keywords:** Business Education, Entrepreneurship Development, Entrepreneurial Intention, Economic Sustainability, Unemployment Rate

### Introduction

The high rate of poverty among the Nigerian populace especially those graduating from schools can be due, to shortage of entrepreneurial individuals in our society. The presence

or absence of entrepreneurs in any society marks the difference between economic development or otherwise. An entrepreneur is an individual or group of individuals who create a business with sole purpose of introducing new goods and services or developing new sources of materials and continue to build and innovate on it (Aminu, 2008). Globally, men and women are embracing entrepreneurship as a major tool for self-reliance. Entrepreneurship is the willingness to seek out for investment opportunities in an environment and be able to establish and run business successfully based on identified opportunities. It is the willingness and ability of a person or persons to acquire educational skills to explore and exploit investment opportunities, establish and manage a successful business enterprise (Aboho and Jimin, 2011). The process of effective utilization of available resources in the economy for sustainable development needs special skills or ability which are to be created in the students as the future of any nation. Skills are generally defined as the ability to perform an activity or a task expertly. It is seen as having enough ability to do something well (Onele and Nwite, 2011). Hence, the ability, knowledge, and experiences required to accomplish those task are known as entrepreneurial skills.

### **Concept of Entrepreneurial Intention**

Intention simply means, a mental state that represents a commitment to carrying out an action or actions in the future. Consequently, students' entrepreneurial intention could be referred to as the mental state of students that represents a commitment to becoming entrepreneurs in the future. Entrepreneurial intention could also be referred to as the willingness of students to perform entrepreneurial behaviour, engage in entrepreneurial action, become self-employed, or establish new business. Entrepreneurial intention usually involves inner guts, ambition and the feeling to stand on one's feet (Ayedun, 2018). Entrepreneurial intention refers to individual's state of mind that aimed at creating new ventures and developing new business ideas. It is a major contributing factor to the formation, growth and development of entrepreneurship. Entrepreneurial intention is an important factor in facilitating towards the establishment of new business and has significant impact on the business success, survival and growth. It promotes self-reliance and brings about initiatives. It is suggested that entrepreneurial intentional process often begins on the basis of an entrepreneur's personal needs, values, wants, habits and beliefs. Entrepreneurial intention is considered to be a primary predictor of future entrepreneurial behaviour. An individual may have the potential of being an entrepreneur because of own competency and self-efficacy but may not make the transition into entrepreneurship because of a lack of intention. Education is a vital tool for promoting entrepreneurship intention because it provides knowledge that is capable of positively affecting its

recipients' personality traits, and also, provide them with better professional competences, more enterprising skills and willingness to “make things happen”. (Mungai and Ogot, 2012),

One of the study lines to explain the entrepreneurial intentions as well as the behaviour of individuals relates to approaching psychological theories and models. The theory of planned behaviour, is one of the most widely applied. This theory has been used to explain many types of behaviour besides business creation. The entrepreneurship literature subscribed to the TPB has argued for the explanation of entrepreneurial intentions by attitudes towards business creation, subjective norms and perceived behavioural control (Kautonen et al., 2015). The influence of these direct determinants has been widely tested in empirical studies and the call for the exploration of further factors that explain entrepreneurial intentions is latent (Otache, 2019).

Entrepreneurial intention is defined differently by different authors. According to Tkachev and Kovereid (2018) it is defined as a willingness to initiate entrepreneurial activity or to start a new venture and be self-employed. It involves search for information directed towards venture creation either at the moment or in the future. It has to do with a mindset or an attitude to own a business or engage in any other entrepreneurial activity. Entrepreneurship is today seen as the panacea for solving the graduate unemployment problems all over the world and for this reason the Government has introduced entrepreneurship education into the general studies of higher institutions with the aim of stimulating entrepreneurial intentions amongst Nigerian graduates and help to birth entrepreneurs and self-employed graduates. This effort of the Government is being welcome with open hands as opening up prodigious opportunities for self-employment and business startups for student teachers who do not like the teaching profession and for those who fail to secure teaching jobs.

Self-employment as noted by Bowan (2017) could impact peoples' salary/wage scales and therefore critically important for the economic prosperity of nations. Entrepreneurship may therefore be one of the career options of graduate NCE teachers so as to create jobs for themselves and contribute immensely to the economic growth of the country and above all serve as a way out of dead end teaching job trap, since it is not all NCE graduates that really wanted to become teachers. According to Ayedun (2018), reliable measure of entrepreneurial behaviour and skills, is entrepreneurial intention. Although, there are several factors that could influence Business Education student's entrepreneurial intention and one major factor is exposure to entrepreneurship education which has the ability to

develop students' entrepreneurial personality traits of the need to achieve, risk taking propensity, generate innovative ideas, have internal locus of control, perceived behavioural control, and self-efficacy. It is true that Business Education graduate programmes exposes students to several entrepreneurship courses. These courses are expected to improve students' knowledge and skills necessary to make students begin to develop the desire and nurture the ambition to becoming entrepreneurs.

### **Sustainable Development**

Sustainability emerged from sustainable development, meaning development that meets the needs of the present without compromising the ability of future generations to meet their own needs (WCED, 1987). Development has been associated with diverse meanings, interpretations and theories from various scholars. It is understood as a certain process of advancing human well-being, self-esteem, and freedom (Aromolaran, 2011). Bringing sustainability and development together can be defined as a continuous expansion of an economy with the advancement of social, economic and political life of present and future generations. Therefore, sustainable development is not a constant or fixed state of harmony; rather, it is a lifetime process of evolution in which people take actions that leads to a development that meet the current needs without compromising the abilities of future generations to meet their own needs. It can be viewed as a persistent increase in economic growth, leading to economic competitiveness, high standard of living and self-reliance. It can be seen also as a development that permits future generations to access well-being, self-esteem and freedom.

Daughrey (2019) stated that individuals are not free if they cannot choose or are imprisoned by living on the margins of life-sustaining essentials without quality education or requisite skills. The UN (2016) stipulated that advancing human well-being, self-esteem and freedom, contribute to the sustainable development of nations. Meaning that advancing human well-being, self-esteem, and freedom are inherently important for social, economic, and environmental change, hence, EE is inevitable. It is also documented in the literature that EE is an important element for advancing the CVSD. Research have also confirmed that there is a positive and significant relationship between EE and entrepreneurial intentions (Rauch and Hulsink, 2015), which would provide the opportunity to achieve human well-being, self-esteem, and freedom from the foregoing, one could assert that EE play a great role in advancing CVSD.

Over the last years, there has been an increasing need for a more responsible and sustainable behaviour of current and future businesses, requiring that environmental and

societal needs are considered during the identification of opportunities and the subsequent initiation of new ventures. In this sense, there has been an interest to examine the intersection of entrepreneurship and sustainable development, which has led to the emergence of the term “sustainable entrepreneurship” (Belz & Binder, 2017). Many definitions of sustainable entrepreneurship have been proposed, where either the social or environmental dimensions, or both, become more relevant than the economic dimension of businesses (Nwite, 2012). In this study, sustainable entrepreneurship is defined as a type of entrepreneurship “focused on the preservation of nature, life support, and community in the pursuit of perceived opportunities to bring into existence future products, processes, and services for gain, where gain is broadly construed to include economic and non-economic gains to individuals, the economy, and society” (Patzelt, 2011).

Bird (2012)) defined intention as a state of mind that focuses on a person's attention, experience, and behaviour toward a specific object or method of behaving. Simply put, Amor (2012) describe entrepreneurial intention as the way to create new firms within available resources. To this end, this work defines entrepreneurial intention as an individuals' wish and plan to start a profit oriented productive enterprise as a means of wealth creation and earning a living.

### Concept of Business Education

Business Education entails teaching students the very fundamentals, and theories, as well as, practical processes of business. Business Education has a department, and the department is either under the Faculty of Education or Faculty of Education and Arts. The department normally runs a 4 years' degree programme, and the programme leads to the award of B.Sc. (Ed) Degree in Business Education while post graduate programme also exists.

Business education prepares students in two interrelated areas;

1. Education for business
2. Education about business

Okoye (2013) believed that **education for business** provides professional training in:

1. Method of business making.
2. Techniques in business making
3. Tactics to attract clients and make profit.
4. Scheming ideas for profitable venture
5. Appropriate attitude and behaviour of a good business man.



And **education about business** prepares individual to know:

1. How and when to buy goods for profitable outcome (in-season and out season).
2. Where to obtain goods for better sales.
3. Where to situate business for continued existence.
4. When to make best sales (increased turnover rate).
5. When to make sales for increased profit.

Finally, Amoor (2012) saw business education as a dynamic field of study geared towards preparing youths and adults for and about business. Hence, federal and state governments in collaboration with institutions of higher learning need to provide proper financial resources and sponsorship for graduates. It is a preparation for a career in business when instruction is designed to prepare youths and adults for actual practice in the world of business. On the other hand, education about business involves preparation of youths and adults for intelligent and effective consumption of economic goods and services offered to society in our free enterprise economy.

### **Entrepreneurial Intention for Sustainable Development Among Business Education at NCE level**

The Colleges of Education in Nigeria are tertiary institutions that are saddled with the duty of producing teachers with Nigeria Certificate in Education (NCE), which by the Federal Government of Nigeria is expected to be the minimum teaching qualification for teachers. Teachers trained at this level are to teach at the basic education sub sector of the Nigerian education and this subsector consists the following:

1. Preprimary Education
2. Primary Education
3. Junior Secondary Education
4. Adult Education and non-formal education
5. Special Needs Education (FRN, 2012)

The Nigeria Certificate in Education (NCE) programme is therefore viewed as a major component of the teacher education programme in Nigeria that produces high quality, professional and disciplined teachers with appropriate pedagogical skills and attitudes required to foster easy achievement of the objectives of the programme. Despite this great expectation of the government and the general public, sustainability of the NCE programme is seen to be at cross roads. There are myriads of problems besetting the programme and these include: low status of the teaching profession, poor welfare packages for teachers, which is believed to be the worst in the country and the high rate of

unemployment amongst young NCE graduates. All these and others not mentioned are now worsening the low patronage of students for the NCE teacher education programme. It is a known fact that most students enter the College of Education, not because they want to be teachers, but as a last resort after failing to gain an admission to the Universities and Polytechnics. These students upon graduation and securing teaching positions in either private or public schools, are always quick to tell someone who interrogates them about what job they do, that "they are just managing with either a private or public school"; a language that shows a lack of job satisfaction.

### **Strategies for Developing Entrepreneurial Intentions**

Many scholars, writers and researchers have advanced ways of equipping students with entrepreneurial skills in the classrooms at the primary, secondary and tertiary levels. Akani (2011) listed same strategies that will help in developing entrepreneurship skills in students as follows:

- a. Organizing internship programme for students.
- b. Organizing seminars, workshops for students.
- c. Practical counseling on entrepreneurship and skill acquisition for students.
- d. Accessibility of loan that is granting soft loans to graduates to enable them start of their various business.
- e. Rewarding students that perform well in entrepreneurship and skills acquisition activities.

Mohammed (2009) also identified some methods on developing skills in the student in classroom as include:

1. Activity Based method
2. Learner or child centered method
3. Problem solving method
4. Science -Technology- Society
5. Excursion method
6. Demonstration method.

If these are fully utilized according to Umanu (2013) a combination of all or few of these can provide the necessary skill to our students/pupils. Teachers are encouraged to maximize much of, if not all. In addition to the above listed method of developing the required skills, there are other essential ingredients necessary for effective skills development in students/pupils in the classroom. These according to Umanu (2019) include:

**a. Motivation** - The teacher need to motivate his students/pupils during teaching and learning in the classroom to learn the necessary skills for future application in the entrepreneurial process. The motivation could be both intrinsic and extrinsic. Once interest is developed learning will follow.

**b. Encouragement** – The teacher needs to encourage the development of entrepreneurial skills. These could be achieved through;

1. providing child-friendly environment to the pupils/students.
2. Displaying a role model attitude to his pupils/students.
3. Exposing the pupils/students to challenging opportunities.
4. Providing times for exploration through excursions and its likes.

**c. Improvising** – The costly nature materials to use couple with the problem of damages and insufficient power supply in Nigeria presently calls for improvisation, which is in form of drawing of a chart or using transparent tumbler as a break.

## Conclusion

From the foregoing background, investigating the Entrepreneurship intention for sustainable development among Business Education is students very relevant for self-employment and business startups as found by previous studies by Igbokwe (2013). These researchers opine that person's intentions are affect by his behaviors which is not inherited but are developed through training and education. For this purpose, entrepreneurship education is very essential in stimulating the intentions of students to initiate new businesses of their own, becoming employers of labour and thereby help to reduce unemployment. Hussain (2018) do among other things state the strong relationship which exist between entrepreneurial intentions and entrepreneurial education of students. It was emphasized that entrepreneurial education helps to improve students' business orientation, personal control and some self-esteem. From the forgoing, it is clear that there is a congruence between entrepreneurial intention among business education students and sustainable development and self-reliance. The researcher is of the opinion that entrepreneurial capabilities are learnt through education and as such entrepreneurship is a behavioural not a personality trait to be learnt. All the same, the attempts at stimulating entrepreneurial activities through formal training and education and therefore assume that they may be enhanced or developed by a guided entrepreneurial education. Business Education is concerned with the education of the individual for business and about business. Business Education involves training of individuals to fit into occupation outside the classroom setting and training of teachers on business courses also. It is an

aspect of vocational education programme designed to equip individuals with the knowledge, skills, and orientation that are necessary for gainful employment.

### Recommendations

Based on the findings and conclusion drawn above, the following recommendations were given:

1. There should be adequate funding of higher institutions on skill acquisition courses and loans and other forms of financial grants should be given to students after completion of their programme to have capital to be self-employed.
2. Students should be guided on the quest for white collar job only at expense of entrepreneurial invention and creativity after leaving school.
3. There should be adequate workshops and seminars to enlighten Business Education students on risk management and other support necessary to help establish a career in small and medium size business.
4. The society should be synthesized to eliminate misconception about Entrepreneurship Education. In this regards, some employers of labour would not see it as irrelevant compared to other courses.
5. Effective collaboration should be between industries and institutions of learning to promote entrepreneurial intention.

### References

- Aboho, A.A., (2011). The role of Entrepreneurship Education in Empowering Nigerian Youths. *Business. Education. J.*, 8(1), 14-22.
- Adeboye, J.O. (2015). Issues in Business Education Programme: Challenges to National Transformation. *Journal of Education and Practice*, 6(21), 208-220
- Akani (2011). Business Education for National Development Yesterday, Today and Tomorrow. *Nigerian Journal of Business Education*, 5(2), 243-249.
- Aminu, A.S., (2010). *Under-Funding of Education in Nigeria: The case of research and development for quality assurance in business education*. Bus. Educ. Book Reading, 1(10), 184-200.
- Amoor, S.S., (2010). The Need to Improve Teacher Quality in Business Education Programme in Nigerian Universities. *Int. J. Edu. Res.*, 11(1), 42-51.
- Aromolaran E.A. (2003). *A Guide on Research Techniques*. Lagos: Holy Production Ltd.
- Ayedun, (2018). Quality Assurance at Higher Education Institutes: The Role of Educational Initiatives. Retrieved from: <http://iceehungary.net>, (Accessed on: August 4, 2012).
- Bird, (2012). Problems in Business Education Research in ICT era as Perceived by Business Educators. *Bus. Edu. J.*, 7(2), 46-54.

- Bowan, (2017) Domiciliation of Business Education Programme in Nigerian universities. *Nigerian Journal of Business Education*, 5(2), 1-8
- Daughrey, A. S. (1965). *Methods of basic Business and Economic Education*. Cincinnati: South Western Publishing.
- Igboke, S.A., 2007. *Business Education: Principles and Methods*. Jones Communication Publishers, Enugu.
- Kautonen et al., 2015). The Relationship between Entrepreneurship and Unemployment in Portugal. *Technological Forecasting & Social Change* 74, 75–89.
- Mungai (2012), *Introduction to Entrepreneurship Development, Corporate Governance and Small Business Management*. Molofin Nominees Publisher. Lagos.
- Okoye (2013), Creating Jobs and Reducing Unemployment among Nigerian University Graduates through Entrepreneurship Education. *International Journal of Innovative Business Strategies (IJIBS)*, 2(1).
- Otache, (2019). The Relationship Between Entrepreneurship Development and Unemployment Reduction in Pakistan. *Global journal of management and business research*. 15(9)
- Tkachev and Kovereid (1999) Entrepreneurship Education and Career Intentions of Tertiary Education Students in Akwa-Ibom and Cross River States, Nigeria. *International Education Studies*, 4(1), 172-178.
- Umanu (2013). Impact of Entrepreneurship Education in Denmark – 2011. Denmark: *The Danish Foundation for Entrepreneurship*.
- Umanu (2019), Evaluation of the Impacts of Entrepreneurship Education on University of Ibadan Students. *MSc Thesis submitted to the Centre for Entrepreneurship and Innovation, University of Ibadan, Nigeria*.

## **Influence of Human Resources Management Practices on Employee's Job Satisfaction in Manufacturing Companies, Lagos State, Nigeria**

**Tolulope Elizabeth ADENEKAN and Ifeoluwa Olajumoke OMOYELE**

<sup>1,2</sup>Department of Information Management, Lead City University, Ibadan, Nigeria.

<sup>1</sup>lizzyadenekan@gmail.com; <sup>2</sup>iffy4luv2000@yahoo.com

### **Abstract**

*This study looked at how HRM practices affected workers' job satisfaction in manufacturing firms in Lagos State, Nigeria. A cross-sectional survey research design was used for this investigation. Eight hundred and sixty-five (865) employees of manufacturing companies in Lagos State make up the study's population. Two hundred sixty-five people were included in the sample for this investigation (265). Three techniques were used: intentional selection, stratified sampling, and simple random procedure. Data gathering involved the use of a structured questionnaire. The supervisor and other information management industry experts provided input for both face content and construct validity. Utilizing both descriptive and inferential statistics, the collected data was examined. Overall, training & development (=0.314) and recruitment & selection (=0.335) had the biggest relative influence. Therefore, the investigation disproved null hypothesis number one. It was determined that consistent, effective management of human resources and exposure to appropriate training programs will serve to remind employees of the need of upholding workplace ethics and to open doors for them. It was advised that these organizations' management concentrate more on empowering the staff through routine training to improve their job performance, among other things.*

### **Introduction**

One of the key elements that managers in the firm have focused on is employee job satisfaction. This might be seen as the joyful emotional state that comes from enjoying how one's job achieves or helps achieve one's job values. Any number of psychological, physiological, and environmental variables that cause a person to feel job happiness were included in one of the earliest definitions of employee job satisfaction (Balzer, Kihm, Smith, & Irwin, 2017). It is the attitude that a person takes toward their work. The completion of additional objectives that result in a sense of fulfillment are also influenced by employee job satisfaction, and these outcomes include recognition, compensation, promotion, and the work itself. The degree of job satisfaction that employees experience is significant in a



manufacturing business. Employment satisfaction is also a sense or happiness that a person obtains from his or her job. Manufacturing companies will be competitive and productive when their employees have favorable working conditions, are promoted when necessary, receive regular pay, and the organization has a growth and advancement pattern that the management can build upon and use to relate to the staff in a way that is appropriate and effective.

The level of job satisfaction or unhappiness among employees and an evaluation of job satisfaction may identify different levels of satisfaction throughout organizational departments, allowing for the identification of areas that require development (Silverthorne, 2014). Employees at Unilever Nigeria Plc in Lagos State have long complained about their working conditions and atmosphere, as well as about not receiving promotions when they are due and receiving pay seldom. These issues have not received adequate attention. In other words, employees who are happy with their jobs will receive fair compensation, and management may profit from great productivity and profitability. Herzberg's theory of motivation from 1959 served as the theoretical foundation for the adoption of four measures for job satisfaction, including work itself, promotion, remuneration, growth, and advancement. The theory defined work as any activity that requires an employee to exert either mental or physical effort in order to accomplish a goal or result. To an employee, promotion is crucial for personal success. A promotion is the act of transferring labor from a higher position in terms of pay, duties, and/or organizational levels. Technically speaking, promotion is a change in status that occurs when a person moves from one job to another within an organization. The goal of promotion is to inspire and encourage workers to work more and accomplish more.

On the other hand, human resource management is a strategic approach to the effective and efficient management of people inside a company or organization, ultimately enabling a corporation to acquire a competitive advantage. The purpose of this is to maximize staff performance in support of a company's strategic goals. HRM is employee management with a focus on those workers as company assets. Personnel are sometimes referred to in this context as human capital, which drives the organization's purpose to use employees effectively while minimizing risk and optimizing return on investment, which will lead to employee happiness and the business fulfilling its objectives.

Human resource planning, job analysis, recruitment, selection, orientation, compensation, performance appraisal, training and development, performance appraisal, safety, health, and labor relations are just a few of the policies and procedures that go into carrying out the

"human resource (HR)" aspects of a management position (Dessler, 2017). The systems, procedures, and regulations that affect how employees behave, feel, and perform make up human resource management (HRM) (Noe, Hollenbeck, Gerhart & Wright, 2017). The Guest Model and the Society of Human Resource Management, USA, included a number of HR practices that were chosen for the current study. These practices included HR planning, recruitment and selection, training and development, performance appraisal, compensation, safety, health, and employee relations. For the purposes of this inquiry, recruiting and selection, training and development, performance evaluation, and safety and health procedures were adopted (Bratton, & Gold, 2019). It emphasizes the improvement of the performance of both individuals and groups through a proper system within the organization that focuses on the skills, methodology, and content required to achieve the objective. Training and development is the continuous process of improving skills, gaining knowledge, clarifying concepts, and changing attitude through structured and planned education. On the other hand, a performance appraisal is a methodical assessment of an employee's performance that identifies their strengths and areas for progress. The multidisciplinary field of safety and health is concerned with the welfare, health, and security of workers.

The term "recruitment" describes the process of looking for possible candidates and then urging them to submit an application for a current or upcoming opening. The hiring of personnel from among the candidates who made the short list and giving them a position in the organization is called selection. When the selection and recruitment process for an organization is done incorrectly, non-qualified personnel will be hired into the organization's workforce, which will cause employees to perform poorly. This will also have an impact on the qualified staff who have previously worked for the Organization. As a result, dissatisfaction develops and work becomes tedious. In light of the foregoing, this study aims to ascertain how HRM practices at Unilever Nigeria Plc. in Lagos State affect employees' job satisfaction. However, early research and close observation have shown that employees of manufacturing organizations may not be happy with their jobs because they are not adequately compensated (Armstrong & Brown, 2019). As a result, the company's human resource management strategy might not have been able to manage the crises between the staff and management of the organization effectively and efficiently, which would have led to poor staff commitment and reduced productivity. If precautions are not followed, this could result in client loss and eventually the company going out of business due to their lack of competitiveness in the manufacturing sector. Employees at manufacturing companies were thought to be undermotivated at work, which could have an impact on how far they advance in their careers.

Despite the fact that several studies have been conducted throughout the world concentrating on HRM practices and job satisfaction, emerging nations like Nigeria have not yet given the influence of HRM practices on job satisfaction in manufacturing enterprises the due consideration. Based on the foregoing, this study examined how Unilever, Cadbury, Procter & Gamble, and Nestle, four manufacturing companies in Lagos State, managed their human resources to improve employee work satisfaction.

### **Aim and Objectives of the study**

The aim of the study was to examine the influence of Human Resources Management Practices on employee's job satisfaction. The specific objectives were to:

- I. examine the level of job satisfaction of employees of manufacturing companies, Lagos State, Nigeria;
- ii. access the HRM practices existing in manufacturing companies, Lagos State, Nigeria;
- iii. determine the influence of HRM practices on job satisfaction of employees in manufacturing companies, Lagos State, Nigeria.

### **Research Questions**

Below are research questions formulated in line with the above objectives:

- i. What is the level of job satisfaction of employees in manufacturing companies, Lagos State, Nigeria?
- ii. What are the HRM practices available in manufacturing companies, Lagos State, Nigeria?

### **Research Hypothesis**

The following hypothesis was formulated and tested at 0.05 level of significance.

**H<sub>0</sub>1:** There will be no significant influence of HRM Practices on job satisfaction of employees in manufacturing companies, Lagos State, Nigeria.

### **Literature Review**

#### **Job Satisfaction**

A worker's reaction to his or her immediate work environment depends on how happy they are with their jobs. A key factor in determining an employee's level of organizational commitment is the happiness he derives from performing his job duties. In order to maintain and attract a talented talent pool, organizational sacrifice is crucial. The importance of organizational commitment in achieving goals, innovating, and maintaining organizational stability has increased in management discourse. It encourages self-confidence in each unit, including owners, managers, and employees,

which leads to stronger relationships between superiors and subordinates and an improved work environment. Stronger and broader dedication may promote the development, expansion, and survival of organizations (Bello-Imam, Oshionebo & Ojeifo, 2017).

Job satisfaction was later characterized as an emotional condition connected to the evaluation of one's work experiences, whether they were favorable or negative. The satisfying of specific demands related to a person's job constitutes job satisfaction. When workers are happy in their jobs, tasks are completed more effectively. It is the attitudes a person has about his or her employment and other facets of the job (Bello-Imam, Oshionebo & Ojeifo, 2017). According to a job diagnostic survey conducted by some researchers, job satisfaction is linked to two additional characteristics—dealing with others and feedback from agents—as well as five core characteristics—skill variety, task identity, task significance, autonomy, and feedback from the job itself (Bello-Imam, Oshionebo & Ojeifo, 2017). Three theories were offered in a recent study to explain the importance of job satisfaction: Humanitarian organizations place a high importance on treating their personnel with respect. A measure of how well employees are related to each other can be deemed to represent job satisfaction. High levels of job satisfaction may also indicate mental or emotional health. According to the employees' level of job satisfaction or unhappiness, organizations might create a beneficial position in which employees' behavior would be expected to impact organizational operations. The expression of job happiness might lead to actions that are detrimental to the organization. The worst effects of job unhappiness, however, are those that have an impact on both employees and the business. may lead to low productivity, lack of interest, frustration, high turnover rates, and even low motivation.

In order to identify areas that require development, measuring job satisfaction may reveal varying levels of satisfaction throughout organizational departments (Ojo, 2018). These tactics are ways for managers to put their understanding of what drives employees and leads to job satisfaction to use. reinforcement or altering behavior Most managers prefer evading punishment to rewarding employees and placing a high emphasis on performance. Management with goals: a set of processes for setting objectives and monitoring progress that involve both managers and subordinates.

### **Human Resources Management Practices**

Practices in human resource management are systems that adhere to the standard or conventional manner of conducting business, with a conceptual component and an

execution component (Lee & Lee, 2017). HRM is defined as "a strategic approach to managing human resources that includes all management choices and actions that have an impact on the relationship between the organization and employees." By promoting the development of firm-specific abilities, complex social relationships, and organization knowledge to sustain competitive advantage, HRM practices are a technique employed by commercial organizations to assure management effectiveness. HRM practices are a set of procedures and philosophies that an organization employs to maintain its people resources for efficient operation and expansion (Beardwell, Holden & Claydon, 2014). HRM practices are an initial effort to equip managers with the tools they need to successfully place the right people in the right positions at the right times (Delery & Doty, 2016).

In order to ensure that a company's human capital contributes to the attainment of its business objectives, HRM practices are conceptualized as a combination of internally consistent rules and procedures. To accomplish organizational goals, HRM practices in every business place a strong emphasis on the effective utilization of human resources. HRM practices are methods for managing human resources and making sure they are used to boost organizational performance (Schuler & Jackson, 2017). HRM practices are primarily concerned with organizational policies, procedures, philosophies, and systems designed to recruit, develop, motivate, and retain people who assure the organization's successful operation and survival in a rapidly changing business environment. It has been suggested that HRM practices including employee security, teamwork, compensation, planning for HR, and performance reviews boost organizational performance, including worker production and product quality. Human resource management techniques aim to improve employees' abilities and efforts. This study will evaluate high performance HRMP utilizing the ability, motivation, and opportunity (AMO) theory. The AMO idea states that workers will do effectively at their jobs when they: (1) possess the knowledge and skills (ability); (2) are adequately interested and incentivized (motivation); and (3) are supplied with the required support and avenues for expression (opportunity) (Boselie, 2020). Job satisfaction is a psychological sense of confidence and satisfaction to fulfill personal needs, desires and expectations with the work itself and the work environment, and loyalty to work (Spector, 2017).

## **Methodology**

In order to analyze a subset of the population at a certain point in time and ascertain the impact of human resources management techniques on employees' job satisfaction in the manufacturing enterprises in Lagos State, a cross-sectional survey research design was



used. Eight hundred and sixty-five (865) workers from Unilever Nigeria Plc, Cadbury, Nestle Nigeria Ltd, and Procter and Gamble make up the study's population. The responders include administrative officers, clerks, and office secretaries as well as general managers, operational managers, production managers, human resource personnel, marketing managers, sales managers, and company secretaries. The two hundred and sixty-five (265) participants in this study's sample are workers in Lagos-based manufacturing firms. This sample size was obtained from the table Krejcie and Morgan used to determine sample sizes (1970). For the investigation, multistage sampling was performed. The study's first stage entailed the deliberate selection of four industrial firms in Lagos State, which contributed to its significance. In the second stage, the companies' employee counts were collected using a stratified sampling technique to create the study's population. In the third stage, a straightforward random procedure was used to obtain responses from the respondents in Lagos State's manufacturing companies. A structured questionnaire was utilized to collect information from the respondents since it made it simple to assess the questions and answers for the study's goal. Using a likert scale design, the researcher was able to offer choices from which respondents could select. The instrument's items were generated through a survey of pertinent literature and their adaption from questionnaires previously used by other researchers (Adenekan, 2019; Schmidt, 2017). The supervisor and other information management industry specialists provided input for both face content and construct validity. The final questionnaire was created with the corrections taken into account and distributed to the study's participants. Five (5) Research Assistants had a two (2) day training to facilitate the administration, retrieval, and initial sorting of copies of the questionnaires. The researcher and research assistants collaborated with the institution's HR department to ensure the secrecy of their responses while advising them on the importance of adequate responses and the benefits that were built into the study's conclusions. Using descriptive and inferential statistics, the researcher examined the data gathered. Research questions one and two were examined using descriptive statistics (mean, frequency distribution, standard deviation, and percentage). The first null hypothesis was examined using inferential analysis. Statistical Package for Social Sciences (SPSS), Version 24, was used to examine the study's hypothesis and test it at a significance level of 0.05.



## Results and Discussion

**Table 1: Demographic Characteristic of Respondents**

| Variables           | Category          | Frequency | Percentage |
|---------------------|-------------------|-----------|------------|
| Gender              | Male              | 189       | 86.7%      |
|                     | Female            | 28        | 12.8%      |
| Age                 | 20-25 years       | 3         | 1.4%       |
|                     | 26-30 years       | 14        | 6.4%       |
|                     | 31-35 years       | 81        | 37.2%      |
|                     | 36-40 years       | 71        | 32.6%      |
|                     | 41-45 years       | 35        | 16.1%      |
|                     | 46 and above      | 13        | 6.0%       |
| Educational level   | SSCE              | 12        | 5.5%       |
|                     | ND                | 107       | 49.1%      |
|                     | HND               | 57        | 26.1%      |
|                     | Bachelor's degree | 35        | 16.1%      |
|                     | Master's degree   | 6         | 2.8%       |
| Years of Experience | 5-10 years        | 59        | 27.1%      |
|                     | 11-15 years       | 110       | 50.5%      |
|                     | 16-20 years       | 23        | 10.6%      |
|                     | 21-25 years       | 21        | 9.6%       |
|                     | 26-30 years       | 4         | 1.8%       |
| Job Level           | Junior            | 77        | 35.3%      |
|                     | Middle            | 95        | 43.6%      |
|                     | Senior            | 45        | 20.6%      |

**Source: Field Survey Results (2022)**

The demographic and personal characteristics of the respondents used in this investigation are shown in Table 1. The gender breakdown showed that 189 respondents, or 86.7%, were male and 28 respondents, or 12.8%, were female, showing that men made up the majority of the sample. According to table 4.2's demographic and personal profile breakdown of respondents by age, 3 respondents, or 1.4% of the total, fell into the 20–25 age range, 14 respondents, or 6.4%, between 26–30, 81 respondents, or 71%, between 31–35, 71 respondents, or 32.6%, between 36–40, 35 respondents, or 16.1%, between 41–45, and 13 respondents, or 6.0%, between 46 and above, indicating that. In addition, 12 respondents, or 5.5%, had completed the SSCE, 107 respondents, or 49.1%, had a high school diploma, 57 respondents, or 26.1%, had a bachelor's degree, and 6 respondents, or 2.8%, had a master's degree. Moreover, 59 respondents, or 27.1%, had between five and ten years of professional experience, 110 respondents, or 50.5%, had between eleven and fifteen years, 23 respondents, or 10.6%, had between sixteen and twenty-five years, 21 respondents, or 9.6%, had between twenty-one and thirty years, and four respondents, or 1.8%, had between twenty-six and thirty years. 77 respondents, or 35.3% of the total, are junior employees, 95 respondents, or 43.6% of the total, are middle employees, and 45 respondents, or 20.6% of the total, are senior employees.

### Response to the Research Question

**Research Question One:** What is the level of job satisfaction of employees in manufacturing companies, Lagos State, Nigeria?

**Table 2: Descriptive Analysis of Responses on the level of job satisfaction of employees in manufacturing companies, Lagos State, Nigeria**

| Work Itself                                                              | VH            | H              | L             | VL            | Mean |
|--------------------------------------------------------------------------|---------------|----------------|---------------|---------------|------|
| I have the tools and resources I need to do my job                       | 23<br>(10.6%) | 115<br>(52.8%) | 40<br>(18.3%) | 39<br>(17.9%) | 2.44 |
| My supervisor promotes an atmosphere of teamwork                         | 19<br>(8.7%)  | 104<br>(47.7%) | 63<br>(28.9%) | 31<br>(14.2%) | 2.49 |
| When I have questions or concerns, my supervisor is able to address them | 34<br>(15.6%) | 96<br>(44.0%)  | 62<br>(28.4%) | 25<br>(11.5%) | 2.36 |

|                                |         |         |         |        |      |
|--------------------------------|---------|---------|---------|--------|------|
| I feel underutilized in my job | 40      | 86      | 74      | 17     | 2.31 |
|                                | (18.3%) | (39.4%) | (33.9%) | (7.8%) |      |

### Remuneration

|                                                                                                                                                               |         |         |         |         |      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|------|
| I feel I am being paid a fair amount<br>for the work I do                                                                                                     | 39      | 126     | 40      | 12      | 2.12 |
|                                                                                                                                                               | (17.9%) | (57.8%) | (18.3%) | (5.5%)  |      |
| Available benefits are appropriate<br>for my need                                                                                                             | 94      | 86      | 21      | 16      | 1.81 |
|                                                                                                                                                               | (43.1%) | (39.4%) | (9.6%)  | (7.3%)  |      |
| There are few rewards for those<br>who work here                                                                                                              | 81      | 79      | 38      | 19      | 1.98 |
|                                                                                                                                                               | (37.2%) | (36.2%) | (17.4%) | (8.7%)  |      |
| Effecting increment immediately<br>promotion is done                                                                                                          | 90      | 75      | 37      | 15      | 1.89 |
|                                                                                                                                                               | (41.3%) | (34.4%) | (17.0%) | (6.9%)  |      |
| I would like to see a social<br>committee for lunches and special<br>days (slipper days, flowers in your<br>hair day, jewelry day, ugly sweater<br>day, etc.) | 33      | 97      | 19      | 68      | 2.56 |
|                                                                                                                                                               | (15.1%) | (44.5%) | (8.7%)  | (31.2%) |      |

### Promotion

|                                                          |         |         |         |        |      |
|----------------------------------------------------------|---------|---------|---------|--------|------|
| The company has a written<br>promotion policy            | 61      | 130     | 12      | 14     | 1.90 |
|                                                          | (28.0%) | (59.6%) | (5.5%)  | (6.4%) |      |
| Promoting employees as at when<br>due                    | 62      | 98      | 44      | 13     | 2.04 |
|                                                          | (28.4%) | (45.0%) | (20.2%) | (6.0%) |      |
| Job promotions are fair and<br>equitable                 | 59      | 109     | 42      | 7      | 1.99 |
|                                                          | (27.1%) | (50.0%) | (19.3%) | (3.2%) |      |
| Priority is given for seniority in<br>promotion decision | 57      | 121     | 25      | 14     | 1.98 |
|                                                          | (26.1%) | (55.5%) | (11.5%) | (6.4%) |      |
| Priority is given for merit in<br>promotion decisions    | 116     | 57      | 26      | 18     | 1.75 |
|                                                          | (53.2%) | (26.1%) | (11.9%) | (8.3%) |      |

### Growth and Advancement

|                                     |         |         |         |        |      |
|-------------------------------------|---------|---------|---------|--------|------|
| State of your career progression at | 72      | 95      | 47      | 3      | 1.91 |
| The Computer thus far               | (33.0%) | (43.6%) | (21.6%) | (1.4%) |      |
| I would like to work more/less      | 46      | 102     | 49      | 20     | 2.20 |
| hours                               | (21.1%) | (46.8%) | (22.5%) | (9.2%) |      |
| My professional career is growing   | 30      | 89      | 86      | 12     | 2.37 |
| at the right decision               | (13.8%) | (40.8%) | (39.4%) | (5.5%) |      |
| I develop new skills in my job      | 31      | 92      | 86      | 8      | 2.33 |
|                                     | (14.2%) | (42.2%) | (39.4%) | (3.7%) |      |
| There is a path to advance my       | 35      | 91      | 84      | 7      | 2.29 |
| career                              | (16.1%) | (41.7%) | (38.5%) | (3.2%) |      |
| Weighted Mean for Job Satisfaction  |         |         |         |        | 2.15 |

Source: Field Survey Results (2022)

**Table 3: Descriptive Analysis of Responses on the HRM practices available in manufacturing companies, Lagos State, Nigeria**

| Recruitment and Selection            | SA      | A       | D       | SD      | MEAN |
|--------------------------------------|---------|---------|---------|---------|------|
| Applicants are fully informed        | 44      | 64      | 92      | 17      | 2.62 |
| about the qualifications required to | (20.2%) | (29.4%) | (42.2%) | (7.8%)  |      |
| perform the job before being hired   |         |         |         |         |      |
| Applicants undergo a medical test    | 15      | 33      | 69      | 100     | 1.83 |
| before being hired                   | (6.9%)  | (15.1%) | (31.7%) | (45.9%) |      |
| Vacancies are filled from qualified  | 7       | 76      | 43      | 91      | 2.00 |
| employees                            | (3.2%)  | (34.9%) | (19.7%) | (41.7%) |      |
| Applicants undergo structured        | 7       | 45      | 141     | 24      | 2.16 |

interviews (job related questions, (3.2%) (20.6%) (64.7%) (11.0%)

same questions asked of all

applicants) before being hired

Applicants for this job take formal 10 25 154 28 2.08

test (written or work sample) for (4.6%) (11.5%) (70.6%) (12.8%)

selecting applicants for vacancies

### Training and Development

I have training opportunities to 26 81 70 40 2.43

learn and grow (11.9%) (37.2%) (32.1%) (18.3%)

I get training I need to do my job 18 91 67 41 2.40

well (8.3%) (41.7%) (30.7%) (18.8%)

I get the training from the 10 91 72 44 2.31

organization for my next (4.6%) (41.7%) (33.0%) (20.2%)

promotion

Available training match with my 10 43 130 34 2.13

job (4.6%) (19.7%) (59.6%) (15.6%)

I am open to challenging tasks from 24 60 98 35 2.34

my supervisor (11.0%) (27.5%) (45.0%) (16.1%)

### Performance Appraisal

There is formal and written 15 28 100 74 1.93

performance appraisal system (6.9%) (12.8%) (45.9%) (33.9%)

The performance appraisal is fair 7 23 93 94 1.74

(3.2%) (10.6%) (42.7%) (43.1%)

I am informed of how my 7 14 96 100 1.67

performance is evaluated (3.2%) (6.4%) (44.0%) (45.9%)

I receive feedback of performance 83 33 79 22 2.82

evaluation results about myself (38.1%) (15.1%) (36.2%) (10.1%)

### Safety and Health

|                                                         |              |                |               |               |             |
|---------------------------------------------------------|--------------|----------------|---------------|---------------|-------------|
| Amount of health care paid is sufficient                | 15<br>(6.9%) | 93<br>(42.7%)  | 68<br>(31.2%) | 41<br>(18.8%) | 2.38        |
| Amount of sick leave is sufficient                      | 13<br>(6.0%) | 94<br>(43.1%)  | 60<br>(27.5%) | 50<br>(22.9%) | 2.32        |
| Sick leave policy is satisfactory                       | 13<br>(6.0%) | 92<br>(42.2%)  | 76<br>(34.9%) | 36<br>(16.5%) | 2.38        |
| Employees have access to health insurance scheme        | 13<br>(6.0%) | 103<br>(47.2%) | 65<br>(29.8%) | 36<br>(16.5%) | 2.43        |
| The organization has the health record of all employees | 16<br>(7.3%) | 103<br>(47.2%) | 65<br>(29.8%) | 33<br>(15.1%) | 2.47        |
| <b>Weighted Mean</b>                                    |              |                |               |               | <b>2.20</b> |

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

### Source: Field Survey Results (2022)

Results from Table 3 indicate that respondents disagree with several of the statements describing human resource procedures in manufacturing organizations in Lagos State, Nigeria. The weighted mean for these practices is 2.20 overall. The average score of 2.20 demonstrates the poor state of human resource management in Nigeria's Lagos State's industrial firms. All of the human resource practices metrics that were employed yielded very low mean scores, indicating that the manufacturing company under investigation's employees' recruiting and selection, training and development, performance reviews, and safety and health procedures are subpar. In order to achieve a positive cascade effect on the employee and the organization, it is crucial for manufacturing companies in Lagos State to evaluate their human resource strategies and make sure that activities like recruitment and selection, training and development, safety and health, and performance appraisal are taken into consideration.



## Test of Hypothesis

**Hypothesis One:** There will be no significant influence of human resource practices (recruitment & selection, training & development, and performance appraisal) on job satisfaction of employees in manufacturing companies, Lagos state, Nigeria.

**Table 4: Summary of the Regression for the Influence of Human Resource Practice on Job Satisfaction of Employees in Manufacturing Companies, Lagos State, Nigeria**

| Path Description                                 | Original sample<br>(o)<br>Unstandardized<br>Beta | T     | Sig.  | R <sup>2</sup> | Adj.<br>R <sup>2</sup> | Sig.  | Q <sup>2</sup> |
|--------------------------------------------------|--------------------------------------------------|-------|-------|----------------|------------------------|-------|----------------|
| Recruitment &<br>Selection → Job<br>Satisfaction | 0.335                                            | 1.998 | 0.046 |                |                        |       |                |
| Training &<br>Development →<br>Job Satisfaction  | 0.341                                            | 2.529 | 0.012 | 0.486          | 0.459                  | 0.000 | 0.184          |
| Performance<br>Appraisal → Job<br>Satisfaction   | 0.191                                            | 1.560 | 0.119 |                |                        |       |                |

**Source: Field Survey Results (2022)**

The results of the study's model's predictive ability as determined by the Adjusted R<sup>2</sup> are shown in Table 4. The results show that human resource management practices predicted 45.9% of the variation in employee job satisfaction in manufacturing companies in Lagos State, Nigeria, with an adjusted coefficient of determination (Adj R<sup>2</sup>) of 0.459. The remaining 54.1% variation in employee job satisfaction is attributable to other exogenous factors other than the human resource management practices considered in this study, and the influence is statistically significant. The coefficient of determination () that illustrates the relative influence of each human resource management practice on employee job satisfaction in manufacturing companies, Lagos state, Nigeria, is represented by the path coefficient of each practice (recruitment & selection, training & development, and performance appraisal). Table 4's results show that, at a 95% level of confidence, training

and development ( $=0.314$ ,  $t=2.529$ ) and recruitment and selection ( $=0.335$ ,  $t=1.998$ ) are statistically significant, while performance appraisal ( $=0.191$ ,  $t=1.560$ ) is not. This outcome demonstrates that while recruitment, selection, and training and development have a relative influence that is statistically significant, their associated t-values are bigger than the threshold of 1.96. However, the t-values for the relative impact of performance reviews are below the permissible cutoff of 1.96, indicating that the relative impact is statistically negligible.

The outcome also showed that, if all other independent variables are set to zero, a unit change in recruitment and selection will result in an increase of 0.335 in employee job satisfaction in manufacturing enterprises in Lagos state, Nigeria. A unit change in training & development will also result in a 0.314 rise in work satisfaction for employees in manufacturing companies, Lagos state, Nigeria, assuming that all other independent variables are kept at zero. Overall, training & development ( $=0.314$ ) and recruitment & selection ( $=0.335$ ) have the highest relative influence. Therefore, the study disproved null hypothesis one ( $H_{01}$ ), according to which there would be no discernible impact of HRM practices on workers' job satisfaction in manufacturing firms in Lagos State, Nigeria.

### **Discussion of Findings**

The weighted mean for job satisfaction, according to the study question one's results, is 2.15, which suggests that the respondents don't agree with many of the claims made about the job happiness of workers in manufacturing firms in Lagos State, Nigeria. The average score of 2.15 indicates that employees in manufacturing enterprises in Lagos State, Nigeria, have low levels of job satisfaction.

The answer to study question number two indicated that the weighted mean for human resource procedures was 2.20, which indicated that the respondents did not agree with many of the statements describing these practices in manufacturing enterprises in Lagos State, Nigeria. The average score of 2.20 indicates that human resource procedures are likewise subpar in manufacturing firms in Lagos State, Nigeria. In order to achieve a positive cascade effect on the employee and the organization, it is crucial for manufacturing companies in Lagos State to evaluate their human resource strategies and make sure that activities like recruitment and selection, training and development, safety and health, and performance appraisal are taken into consideration. The first hypothesis' findings showed that human resource management techniques significantly and favorably affect employees' job satisfaction in manufacturing firms in Lagos State, Nigeria. The results of this study, which showed that employees had a positive tendency in their level of

commitment towards their organization, are supported by earlier literature. Age, education, the type of work, length of service, and income have a negative link with how committed an employee is to the organization (Katou, 2018).

Furthermore, there is a strong correlation between job satisfaction and factors impacting human resource management techniques, such as performance evaluation, involvement in decision-making, training and development, empowerment, and remuneration (Stewart & Brown, 2011). The results of this investigation were in line with what Herzberg's theory of motivation predicted. According to Herzberg's two factor theory, an organization's ability to provide employees with a mix of motivating and hygienic aspects will determine how well they perform at work. Herzberg emphasized that a high degree of satisfaction, dedication, and efficiency will be attained when the two aspects are communicated in desirable measures. It is idealistic, implicitly supporting the notion that key components of the HRM strategy—basically those of the Harvard map—like commitment have a clear correlation to important commercial outcomes. It also uses a "flow" method, where strategy underpins practice and leads to a variety of desirable outcomes for employees of a company. This will inevitably lead to job satisfaction, which will drive the staff to perform as effectively as possible (Janjhua, 2016). The organization will subsequently attain employee satisfaction because this will have helped the organization accomplish its objectives. Therefore, the study can draw the conclusion that human resource management has a positive and considerable influence on employees' job satisfaction in manufacturing enterprises in Lagos State, Nigeria based on the strength of the support discovered in prior existing studies and this study's outcome.

### **Conclusion and Recommendations**

When determining how well a work is done and how successfully an organization operates, the essence of contentment is crucial. Enhancing employee satisfaction is essential for improving productivity since it boosts long-term staff productivity and maintains organizational success. They will be reminded about the ethics of their work, and exposure to suitable training programs and routine human resource management will also give the staff the chance to learn how to apply the approach in carrying out their duties. On the basis of the study's findings, the following suggestions were made:

1. Since financial awards have a greater impact on job satisfaction than non-financial rewards for employees of manufacturing companies in Lagos State, Nigeria, the management of these organizations should place more emphasis on financial rewards than non-financial rewards.

2. Since training and development, recruiting, and training and development have little effects on job satisfaction, business management should place more emphasis on empowering people and providing them with regular training to improve job performance.
3. Since the results show that incentive systems have a greater impact on job satisfaction than training and development for employees of manufacturing organizations, the management of these companies should pay more attention to rewarding their employees, particularly the outstanding ones.

## References

- Adenekan, T. E. (2019). Information Culture, Business Drives and Job Performance in Food and Beverage Manufacturing Companies in South- West, Nigeria.
- Ali, R. R. (2015). Interrelationship of Employee Development, Organizational Commitment, Job Satisfaction and Their Impact on Turnover Intentions. *City University Research Journal*, 3(4), 237-251.
- Armstrong, M., & Brown, D. (2019). Strategic Human Resource Management: back to the future. *Institute for Employment Studies reports*, 1(1), 1-36.
- Balzer, W., Kihm, J., Smith, P. & Irwin, J. (2017). Users' Manual for the Job Descriptive Index (JDI) and the Job in General (JIG) Scales. *Ohio: Bowling Green State University*.
- Beardwell, I., Holden, L. & Claydon, T. (2014). Human Resource Management a Contemporary Approach, 4th edition. *Harlow: Prentice Hall*.
- Bello-Imam, I.B., Oshionebo, B.O. & Ojeifo, S.A. (2017). *Fundamentals of Human Resource Management in Nigeria*. Ibadan: College Press and Publisher Limited.
- Boselie, P. (2020). Strategic human resource management: A balanced approach. *Birshire: Mcgraw-Hill Higher Education*.
- Bratton, J. & Gold, J. (2019). Human Resource Management. Retrieved from <https://doi.org/10.1007/978-1-349-27325-6>.
- Delery, J. E. & Doty, D. H. (2016). Modes of Theorizing in Strategic Human Resource Management: Tests of Universalistic, Contingency, and Configurational Performance Predictions. *Academy of Management Journal*, 39(6), 802–835.
- Dessler, G. (2017). Human Resource Management. *New Delhi: Prentice Hall of India Private Limited*.
- Herzberg's, V. (1959). *Theory of Motivation*. USA: McGraw-Hill.
- Janjhua, Y. (2016). Job Characteristics and Job Satisfaction: A Case Study of Bank Employees. *International Journal of Human Resource Management and Research (IJHRMR)*, 6(1), 42-60.

- Katou, A. A. (2018). Measuring the Impact of HRM on Organizational Performance. *Journal of Industrial Engineering and Management*, 1(2), 119-142.
- Krejcie, R. V. & Morgan, W. (1970). University of Minnesota, Duluth. Daryle. Texas: *A and M. University*.
- Lee, F. H. & Lee. F. Z. (2017). The Relationships between HRM Practices, Leadership Style, Competitive Strategy and Business Performance in Taiwanese Steel Industry. *Proceedings of the 13th Asia Pacific Management Conference, Melbourne, Australia*.
- Noe, R. A., Hollenbeck, J. R., Gerhart, B. & Wright, P. M. (2017). Human Resource Management: Gaining a Competitive Advantage. USA: McGraw-Hill.
- Ojo. O. (2018). Fundamental of Business Management. Ibadan: *Akod Publication*.
- Schmidt, W. S. (2017). The Job Training and Job Satisfaction Survey Technical Manual. *East Carolina University*.
- Schuler, R. & Jackson, S. (2017). Linking Competitive Strategies with Human Resource Management Practices. *Academy of Management Executive*, 1(3), 207-221.
- Silverthorne, C. (2014). The Impact of Organisational Culture and Person Organisational fit on organizational commitment and job satisfaction in Taiwan. *Leadership and Organisation Development Journal*, 5(4), 189-203.
- Spector, P.E. (2017). Job Satisfaction, Application, Assessment, Causes and Consequences. *New Delhi: Sage Publication*.
- Stewart, G. L & Brown, K. G. (2011). Human Resource Management: 2nd edition: USA: John Wiley & Sons.

## Office Environment and Office Managers' Efficiency in Federal Polytechnic, Bida, Niger State, Nigeria

<sup>1</sup>Mary Bolaji AJADI, <sup>2</sup>Blessing Ngozi OKANU, and <sup>3</sup>Cecilia F. GANA

Office Technology Management Department

Niger State Polytechnic, Zungeru. Bida Campus, Niger State

<sup>1</sup>ajadimary95@gmail.com; 08032902333

<sup>2</sup>okanublessing28@gmail.com.

<sup>3</sup>ceciliafatimabusu@gmail.com

### Abstract

*The study was conducted to investigate the effect of office environment on office manager's efficiency in the federal polytechnic Bida, Niger state. The population of the study comprised 41 executive, Administrators and secretaries who were selected using random sampling techniques. Three research questions guided the study. The instrument used for data collection was the questionnaire which was duly validated by two research experts from Federal Polytechnic, Bida and Niger state Polytechnic Bida campus. 41 copies of the questionnaire were distributed and all were retrieved. Mean and Standard deviation were the tools used for data analysis. From the analysis of data, findings showed that there was significant effect of specialized environment, human environment and hierarchical environment on employee efficiency among office managers in the federal polytechnic, Bida. Based on the findings, it was recommended that management should ensure that there is adequate and proper improvement of working environment such as providing learning/training opportunities to meet the changing needs of office, cordial work atmosphere between subordinates and superior as well as neat, noiseless, properly arranged well lighted and ventilated office environment which will in a long run make office managers feel a sense of belonging and this will make them to work efficiently and effectively.*

**Keywords:** Office Environment, Office Management, Employee Efficiency

### Introduction

It is a general accepted phenomenon that man's environment is the direct environs in which he/she is in charge of which is characterized as a climate wherein he/she plays out his work (Omoruyi and Amuen, 2022). This environment could be seen as all the surrounding things, conditions and influences affecting the growth or development of living things. However, the environment of any office goes a long way to determine the general level at



which an organization operates. Therefore, employees use about 50 percent of their existence within work environments which is the most basic factor in keeping a worker fulfilled in the present business world which extremely affect their status of mind, aptitudes, and actions in addition to their performance (Onwunyi and Mba, 2021). The present office environment is extraordinary, different, and continually evolving. Employees are living in a developing economy and have practically boundless openings for work. This blend of elements has established a climate where the business needs its employees more than the workers need the business (Todaro & Smith, 2009). Numerous organizations neglect to comprehend the significance of workplace for worker work fulfillment and subsequently face a great deal of challenges during their work. Such organizations are inside feeble consequently; unfit to bring creative items into the market to surpass their rivals (Aiken, Clarke & Sloane, 2021).

The office environment could be either internal or external and if neglected could mar the expected or desired objectives of business. Office environment often serves as interface between potential clients and customers, and an arena where basic business activities are performed. Workers today are more educated than before. They are more likely to raise questions about their environment of work since management itself is dynamic pro. It has adhered and addresses itself to the provision of good environment of work for workers' productivity. However, the organizational target can only be achieved if the environment is conducive. Office environment consists of the office buildings, its furniture and layout as well as the physical conditions under which workers operate. It is also concerned with the external factors to the business which the office serves, the industry or other activities within which the business lies, the custom and laws of the community within which they operates. These environmental factors are always changing and the office must react to the changes. This is because the Office environment is dynamic, but the most dynamic factors in the office is human factor.

Human effort in organization is indispensable. It constitutes a complex phenomenon to managers of such organization to comprehend. Accordingly, it is believed that every behavior is a goal directed. Thus, for an organization or individual to engage in any productive venture, it must have underlying factors including the individual in that direction. Hence the effect of office environment in achieving set target for the organization must be in adequate condition (Duru and Shimawua, 2017). Therefore, the nature of office concerned with these things that influence workers' productivity, which constitute the how and why workers behave differently and increase in work efficiency. An understanding of the effect of office environment on the efficiency of employees cannot be over-emphasized or seen as overstatement in every organization. Experience has shown that workers are directly influenced by the environment they find themselves or where

their competence will achieve nothing in terms of productivity if the environment is not conducive. Productivity in this case means there is constant increase in desired organizational objectives which by the definition of office environment there is an existence of relationship which could be properly harnessed towards efficiency. This is in respect of office managers in public tertiary institution today especially those in the Federal Polytechnic, Bida and issue of inefficiency of workers is compounded with the poor nature of the office environment.

### **Statement of the Problem**

Every organization is set up for a purpose of archiving goals and objective and this cannot be achieved if the office environment looks unhealthy or toxic. The efficiency of any worker, most especially office managers depend to a large extent on conducive office environment which tells much on the efficiency of the office managers in the organization. Unsafe and unhealthy office environment as in a tertiary institution could hinder the work efficiency of office managers, in the sense of toxic work environment for personnel to undertake their function accordingly, inappropriate furniture, poorly designed workplace, toxic relationship between management and co-workers in the institution which may not be favourable to the employees. This could in turn affect their efficiency and consequently performance. The extent to which institutions perform or achieve set objectives is a function of efficiency as well as the performance of office managers in the institution. Literature revealed that lack of comfortable, safe and healthy office environment could result in sluggishness, dissatisfaction, indolent and to a large extent inefficiency in task functions and could in turn hinder the objectives and goals of the institution.

### **Purpose of the Study**

The main purpose of the study was to find out the effect of office environment on office manager's efficiency, a case study of the federal polytechnic Bida. Specifically, the study aimed to:

1. determine the influence of specialized office environment on employee efficiency.
2. evaluate the influence of human office environment on employee efficiency.
3. access the influence of hierarchical office environment on employee efficiency

## Research Questions

In order to achieve the purpose of the study, three research questions were formulated to guide the study.

1. What are the influence of specialized office environment on employee efficiency?
2. What are the influence of human office environment on employee efficiency?
3. What are the influence of hierarchical office environment on employee efficiency?

## Literature Review

### Office Environment

There have been a few endeavors by researchers in conceptualizing the office environment. However, office environment have been described as a series of factor or conditions that are external to the organization but which have influence on the operations of the organization (Bamigboye and Ijewere, 2015). It might be characterized in its least difficult structure as the settings, circumstances, conditions and conditions under which individuals work. Oyesode (2018) defines an office environment as the total surroundings in which work is performed which includes factors such as; location of an office building, Arrangement of departments, Office landscaping, Lighting, Physical conditions, Office furniture, office culture and processes to mention a few. It describes the physical outlook or appearance of an employee's (office manager) office, which must conducive to work in and equipped in such a way that will enable an office manager to work for a long period of time without distractions. It implies environment that characterized of the interrelationship that exists among the representatives and the businesses and the climate wherein the representatives work which incorporates the specialized, the human and the hierarchical climate that work can be carried out efficiently and effectively (Bjerkan, 2010).

### Types of Office Environment

An office manager spends the better part of a workday in the office. If such employee is to be productive, it is very important that the office environment should be endearing and conducive for their operations. However, the office environment have been Bjerkan (2010) characterized as an environment having the arrangement of three significant sub-conditions which consist of the specialized environment, the human environment and the hierarchical environment. Therefore, the requirement for office environment includes:

- i. **Specialized environment:** according to Mill and Staginford (2014), specialized

environment (physical environment) refers to devices, hardware, innovative foundation and other physical or specialized components of the office environment. The physical environment contributes a lot to the morale of an office manager which can also be a means of increasing task efficiency. The specialized environment of an office refers to the physical fixtures and fittings in the office which consists of the office building, furniture and layout as well as the physical conditions in the office. A good office environment should be well ventilated with enough windows and doors. There should be adequate heating and lighting to ensure comfort and convenience of the office personnel. The environment of any office goes a long way to determine the general level at which an organization operates. Part of the impression customers and other visitors have in organization is influenced by the type of office environment in that organization. Furthermore, the specialized environment also refers to an automated office, with technologically advanced office gadget which undoubtedly, offers new roles and responsibilities. Such new roles presuppose that additional training and qualifications are required.

- ii. **The human environment:** The human environment incorporates the companions, others with whom representatives relate, group and work gatherings, the administration and the executives it can be deciphered as the organization of conduct and casual connection among associates; groups just as manager/subordinate relationship that exist inside the system of organizations. Such connection probably, gives road to spread of data and information just as cross-treatment of thoughts among workers. Nevertheless, workers' relational relations at the office environment will in general influence their spirit (Meyer et. al.2012).
- iii. **Hierarchical environment.** This alludes to career support factors that helps the workers to move and polish their skills (Rossett & Gauier-Downes, 1991) it is usually a plan about methods and knowledge. It describes an environment which incorporates frameworks, methods, practices, qualities and ways of thinking which increases the information and comprehension of employees to support themselves also (Wurman, 1989). According to Van Dam (2005), this type of environment enhances the employees' cooperation with an effort at enhancing the workplace prompt errand and operational climate where an organization draws its sources of information, measures it and returns the yields in type of items or administrations for public utilization. It incorporates factors that impact, the innovation, enactments, administrative arrangements and ways of thinking. All these go far in affecting worker's psych and demeanor towards work (Yusuf and Metiboba, (2012).

## **Requirement for Office Environment**

### **Cleanliness, ventilation and proper lighting**

An office environment should be kept clean, well ventilated and properly lighted regularly which makes the office environment comfortable for the workers. It increases the morale and prestige of the employees of the organization. The environment of an office must be devoid of any dirt or contamination; it should be free from offensive odour and properly lighted that could make working difficult for staff. A dirty environment is unpleasant to work and it affects workers' health negatively, while a clean/tidy office affects positively the neatness and accuracy of the office manager's work as well as health.

### **Safe Work Environment**

As indicated, Security alludes to relative opportunity from peril, danger, or danger of damage, injury, or misfortune to work force as well as property, regardless of whether caused intentionally or coincidentally. It is the condition of being protected from risk or damage. Safe work environment portrays approaches and methodology set up to guarantee the security and soundness of employees inside the office environment. It includes identifying danger and controlling it as indicated by making strategies and keeping crisis materials accessible for worker while at a work site. Organizations are legitimately answerable for building up and keeping up an office environment where employees can work securely, without danger to their physical and mental well-being.

### **Transparent and Open Communication**

In essence, a transparent and open form of communication addresses the employee's need to feel that what they have to say has value. It is what makes employees feel that they belong in the organization. Work then becomes meaningful because the employees know that what they contribute affects the organisation that they are affiliated with. It is essential therefore for staff to discuss the organization's philosophy, mission and values, from time to time during retreats, meetings etc. to ensure everyone knows what they are working for other than their paychecks. Having open discussion gets people involved and allows them to share their views and perspectives on how to achieve company goals. After which the management side will give their own perspective on how to fulfill the organisation mission.

### **Supervisor's Support**

According to Namatovu (2018) supervisor support is can be defined as employees' views concerning the degree to which their supervisors value their contributions and care about



their well-being. Supervisor support is also known as supervisor's consideration, and as such, it refers to the degree to the degree of support supervisor's give to their employees or subordinates by recognizing their effort and contributions. According to Eisenberger et al., (2002) supervisors are regarded as agent of the organization because they are responsible for leading and supervisors are responsible for coordinating and evaluating employees' job performance. Thus, feedback from a supervisor is seen as a sign of support on the part of the employee. This in turn is further strengthens the commitment of the employee and in turn increases his productivity in the workplace (Mohammed & Ali, 2016).

### **Employee efficiency**

Efficiency can be defined as the ability of the office managers to execute their tasks with less time, resources or human effort and achieve quality results in organization. According to Faisal et al., (2015), efficiency can also be described as the integration of the office manager and office environment in carrying out their task seamlessly so as to achieve organization goals and objectives. It is also the ability to act or produce effectively with a minimum of waste, expenditure or unnecessary effort. Efficiency is very important in the activities of employees. Not only must organizations do the right thing such as offering quality services, but, they must also give their services efficiently. Sometimes it is only efficient when it is effective In other words, something is efficient if it has a useful effect (Fandom, 2017). The focus is on the resources and speed with which organizational goals are achieved. Employee efficiency is an employee characteristic, which relates to the speed and accuracy of an employee at the job task. The concept relates to employee productivity, which provides that the more efficient an employee is, the more productive they will be if well-managed (Nizamudheen, 2017). According to the productivity-oriented approach of describing employee efficiency, it stands for objective appraising of the value produced by efforts and talents of the employee and comparing this value against the worth of inputs and resources provided to this employee by the organization.

### **Methodology**

The study used quantitative research design to investigate the problem of this study so as to collect cross sectional data. The context of this study is the office managers in the federal polytechnic Bida. This study collected the responses to gauge the efficiency of office manager in the tertiary institution in Bida, Niger State. The size of the targeted population of this study consists of 100 office managers who are executive, Administrators and secretaries of Federal Polytechnic, Bida. For the purpose of this research study, the Sample size of this research study is then forty-one (41) selected research participants. A survey questionnaire was used to gather the information required. All the survey items used were



adopted from relevant studies which were conducted in the same domain but in various contexts, including developing and developed. However, random sampling technique was applied to provide an equal chance to respondents in the institution. Furthermore, a formal consent was attained before handing over the questionnaires to the respondents while ensuring them about their voluntary participation in the study with a primary focus on examining their efficiency. Concerning the study variables, the study is based on dependent variable with is employee efficiency (EE) and three independent constructs, i.e., Specialized Office Environment, Human Office Environment and Hierarchical Office Environment. All the respective factors are ranked or measured with a five-point Likert of Strongly Agreed (4), Agreed (3), Disagreed (2) and Strongly Disagreed (1). The decision rule for the mean was set at 2.50 above as agreed and any mean below 2.50 was considered disagreed.

## Data analysis and results

We applied SPSS version 26.0 to infer the results from the data. We conducted the different statistical tests to verify the data and the hypotheses.

## Results

Research question 1: What are the influence of effect of specialized office environment on office manager's efficiency in the federal polytechnic Bida? Table 1: Mean and Standard Deviation of responses on the influence of specialized office environment on office manager's efficiency in the federal polytechnic Bida.

N = 41

| S/N | Items                                                                    | X    | S.D   | Remark   |
|-----|--------------------------------------------------------------------------|------|-------|----------|
| 1   | Adequate lightening, ventilation, temperature system within work station | 3.53 | 0.819 | Accepted |
| 2   | Provision of the necessary technological equipment                       | 3.86 | 0.791 | Accepted |
| 3   | Reduced noise levels within work station                                 | 3.86 | 0.935 | Accepted |
| 4   | Spacious workstation layout for free flow of movement                    | 3.21 | 0.740 | Accepted |
| 5   | adequate hygiene maintenance in the office                               | 3.86 | 0.935 | Accepted |
| 6   | Good and comfortable furniture in workstation                            | 3.01 | 0.830 | Accepted |

Source: Field Survey 2022.

Table 1 shows that adequate lightening, ventilation, temperature system within work state, provision of necessary technological equipment, reduced noise levels within work station, spacious workstation layout for free flow of movement, adequate hygiene maintenance in the office, good and comfortable furniture in workstation with mean of 3.53, 3.86, 3.86, 3.21, 3.86, 3.01 and standard deviation of 0.819, 0.791, 0.935, 0.740, 0.935, 0.830 respectively are the specialized office environment that enhances the office managers efficiency in the federal polytechnic, Bida according to the responds of the respondents.

Research question 2: What are the influence of effect of human office environment on office manager's efficiency in the federal polytechnic Bida?

Table 2: Mean and Standard Deviation of responses on the influence of human office environment on office manager's efficiency in the federal polytechnic Bida

**N = 41**

| <b>S/N</b> | <b>Items</b>                                                                    | <b>X</b> | <b>S.D</b> | <b>Remark</b> |
|------------|---------------------------------------------------------------------------------|----------|------------|---------------|
| 1          | Cordial work atmosphere between subordinates and superior                       | 3.50     | 0.86       | Accepted      |
| 2          | Mutual respect for staff work input                                             | 3.25     | 0.78       | Accepted      |
| 3          | Positive relationship between supervisors and employees in the work environment | 3.00     | 0.82       | Accepted      |
| 4          | Clear understanding of assigned tasks                                           | 3.01     | 1.83       | Accepted      |
| 5          | Open and transparent communication in the workplace                             | 3.50     | 0.93       | Accepted      |
| 6          | Adequate respect and interest in the feelings of subordinates by superiors      | 3.48     | 0.62       | Accepted      |

Source: Field Survey 2022.

Table 2 reveals that cordial work atmosphere between subordinates and superior, mutual respect for staff work input, positive relationship between supervisors and employees, clear understanding of assigned tasks, open and transparent communication, adequate respect and interest in the feelings of subordinates by superiors are the human office environment variables that enhances the office manager's efficiency in the federal polytechnic, Bida. The above constructs have mean of 3.50, 3.25, 3.00, 3.01, 3.50, 3.48 and standard deviation of 0.86, 0.78, 0.82, 1.83, 0.93, 0.62 respectively, according to the responses of the respondents.

Research question 3: What are the influence of effect of hierarchical office environment on office manager's efficiency in the federal polytechnic Bida?

Table 3: Mean and Standard Deviation of responses on the influence of hierarchical office environment on office manager's efficiency in the federal polytechnic Bid

**N = 41**

| S/N | Items                                                                             | X    | S.D  | Remark   |
|-----|-----------------------------------------------------------------------------------|------|------|----------|
| 1   | Allowed to make decisions on how to perform tasks                                 | 3.77 | 0.79 | Accepted |
| 2   | Opportunities for improving competence level in work activities                   | 3.00 | 0.93 | Accepted |
| 3   | Encouraging staff to share their opinion in important issues                      | 3.59 | 1.01 | Accepted |
| 4   | Adequate and sustainable working hours                                            | 3.14 | 0.45 | Accepted |
| 5   | Providing learning/training opportunities to meet the changing needs of workplace | 3.39 | 0.11 | Accepted |
| 6   | Superior open to subordinates new ideas                                           | 3.81 | 0.66 | Accepted |

Source: Field Survey 2022.

Table 3 reveals that allowed to make decision on how to perform task, opportunities for improving competence level in work activities, encouraging staff to share their opinion in important issues, adequate and sustainable working hours, providing learning/training opportunities to meet the changing needs of workplace and superior open to subordinates' new ideas are the hierarchical office environment variables that enhances the office manager's efficiency in the federal polytechnic, Bida. The above constructs have mean of 3.77, 3.00, 3.59, 3.14, 3.39, 3.81 and standard deviation of 0.79, 0.93, 1.01, 0.45, 0.11, 0.66 respectively, according to the responses of the respondents.

### **Discussion of Findings**

The study proposed the influence of the office environment factors, i.e., specialized environment, human environment and hierarchical environment on employee efficiency among office managers in the federal polytechnic, Bida. The outcome of this study found significant connection between specialized environment and the efficiency of office managers in the federal polytechnic Bida. These findings agreed with Abbas and Chukwudi (2020) who asserted that the physical environment contributes a lot to the morale of secretary and this can also be a means of increasing business efficiency. For any organization to be successful, Secretaries must be given better and conducive environment because they will be more productive if they work in pleasant and conducive environments. Blackburn (2014) also argued that Secretaries are motivated to give the best of their service when the working environment is lightened and electrified and that well equipped office enhances job performance of secretaries Further, the study also found robust role of human environment in developing the efficiency of office managers in the federal polytechnic, Bida. These findings are also in line with Lo et al. (2021), and Jameel et al (2021) who claimed similar associations between human office environment and employee efficiency and noted that managers may have a robust power of making employees work together and may play the leading role to develop efficacy among employees of the private sector. Finally, the study found momentous association between the hierarchical environment and the efficiency of office managers in the federal polytechnic, Bida. These outcomes are supported by Omoruyi, B.E and Amuen, S.O (2022) and argued that the collective influence of individual characteristics, organizational characteristics and office environment had a strong effect on the level of productivity of employees in their respective organizations.

## Conclusion

If good office environment is provided for employees, it will go a long way to enhance their morale and performance. If office is neat, noiseless, properly arranged well lighted and ventilated, employees will feel a sense of belonging and this will make them to work efficiently and effectively. Good physical working environment inspires workers to spend more time in their various offices, employees responded emotionally better towards the provision of good office environment by not absenting themselves unnecessarily from work, lateness to work and other negative attitude will be drastically reduced. Furthermore, good working environment increase individual output therefore leading to growth of the organization. Lastly, for any organization to progress, the employees should be provided with good office environment which will motivate them to greater action so as to attain the set objective of the organization.

## Recommendations

Based on the findings and conclusion of the study, it is therefore recommended that:

1. The organization should map out programme for provision of good work environment to increase productivity and of promoting occupational safety and health of workers.
2. The management should ensure that there is adequate and proper improvement of working environment of employee's so as to enhance their morale to work efficiently and effectively.

## References

- Abbas U. F and Chukwudi N.I (2020). Effects of Office Environment on the Secretary's Job Performance. *ATBU Journal of Accounting and Finance*. 1(1): 667 – 674.
- Aiken, L. H., Sloane, D. M., Ball, J., Bruyneel, L., Rafferty, A. M., & Griffiths, P. (2021). Patient satisfaction with hospital care and nurses in England: an observational study. *BMJ open*, 8(1), e019189.
- Bamigboye, E. O. and Ijewere, A. A (2015) Introduction to Business: A Fundamental Approach. Lagos: Malthouse Press Ltd
- Bjerkkan, A. M. (2010). Health, environment, safety culture and climate—analysing the relationships to occupational accidents. *Journal of risk research*, 13(4), 445-477.
- Blackburn, A. Y. S. (2014). "Working Conditions and Secretaries' Productivity in

- Manufacturing Companies in Sub-Saharan African Context: Case of Somalia." 2(2): 67-78.
- Duru, CE and Shimawua, D (2017). The Effect of Work Environment On Employee Productivity: A Case Study of Edo City Transport Services Benin City, Edo State Nigeria. *European Journal of Business and Innovation Research* 5(5), 23-39.
- Faisal, A., Mook, M., Lee, S., Malul, M. & Shoham, A. (2015). Behavior ambidexterity: The impact of incentive schemes on productivity, motivation, and performance of employee in commercial banks. *Human Resources Management*, 54, 45–62.
- Fandom. (2017). Employee characteristic: employee efficiency. Retrieved May 3, 2018, from Fandom Website: [http://psychology.wikia.com/wiki/Employee\\_efficiency](http://psychology.wikia.com/wiki/Employee_efficiency)
- Jameel, I., Barkat, N., Rubab, S., Kakar, A S and Jomezai, S (2021). The Office Environment and Employees' Efficiency In The Different Private Sectors Of Balochistan, Pakistan. *Multicultural Education*, 7(7): 375–383.
- Lo, M.F., Tian, F., & Ng, P.M.L. (2021). Top management support and knowledge sharing: the strategic role of affiliation and trust in academic environment. *Journal of Knowledge Management*, <https://doi.org/10.1108/JKM-10-2020-0800>
- Mills, G. and Stanford, K. (1974). *Office Organization*. London Pitman Book Limited Nigeria Enterprises.
- Nizamudheen. (2017). Seven Traits of an Efficient Employee. Retrieved April 30, 2018, from Output Time Website: <http://www.outputtime.com/seven-traits-of-an-efficient-employee>
- Omoruyi B E & Amuen S.O (2022) the Impact of Work Environment on Employee Productivity: A Case Study of Business Centers in University of Benin Complex. *Amity Journal of Management Research*, 5(1), 782–797.
- Onwunyi, UM and Mba, AO (2021) Work Environment and Employee Performance in the Public Service: A Study of Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria. *Global Journal of Political Science and Administration*. 9(1), 39-56.
- Oyesode, S. A (2018) Principles and Practice of Office Management. Ede: Lolson Faith
- Todaro, M.P., & Smith, S.C. (2009). *Economic Development* .10th Edition. London: Addison – Wesley
- Vinarski- Peretz, H., Binyamin, G., & Carmeli, A. (2011). Subjective relational experiences and employee innovative behaviors in the workplace. *Journal of vocational behavior*, 78(2), 290-304
- Wurman, R. S. (1989). *Information anxiety*. New York: Doubleday



## Clinical Coding System and Service Delivery of Health Information Management Practitioners in Adeoyo Maternity Teaching Hospital, Ibadan, Oyo State.

<sup>1</sup>Isaac Ayobami ADENIRAN, <sup>2</sup>Omolola AYOOLA, <sup>3</sup>Wakeel AKINGBEHIN, and <sup>4</sup>Cecelia AKINJIDE

<sup>1</sup>Department of Information Management, Lead City University, Ibadan, Oyo State.

<sup>2</sup>Iyana Church Primary Health Care, Ibadan, Oyo State.

<sup>3</sup>Department of Planning Research and Statistics, Ministry of Health, Oyo State.

<sup>4</sup>Health Information Management Department, Lagos State University Hospital, Lagos state.

<sup>1</sup>mrayobami123@gmail.com

<sup>2</sup>omololaa089@gmail.com

<sup>3</sup>wakeelakingbemi@gmail.com

<sup>4</sup>ceccy.akinjide@gmail.com

### Abstract

*The study examined the influence of clinical coding practice of service delivery of health information management practitioners at the Adeoyo Maternity Teach Hospital, Ibadan. The study is motivated by the need to deepen clinical coding practices in Nigerian health facilities. The survey research method was adopted for the study. The population include 98 health practitioners at the hospital. Total enumeration was used for the study sample. The instrument for data collection was a structured questionnaire adapted from the SERVQUAL model as well as current literature. The data collected was analysed using both descriptive and inferential statistics. The results showed that there is high level of service delivery by HIM practitioner in the hospital (Mean = 3.60). there is also high level of clinical coding (Mean = 3.77). The test of hypothesis also revealed that clinical coding  $F(1, 55) = 57.265, p < 0.05$  has a significant influence on service delivery of the HIM practitioners in the hospital. The study concluded that effective information management is more important than ever in delivering qualitative health care services and clinical coding must be seen as a tool to ensure that health information is properly organized and dissemination to ensure the best outcome for hospital patients. It was recommended that HIM practitioners highlight tangible areas where clinical coding has contributed to health care service delivery in order to ensure continued support for the practice of clinical coding.*

**Keywords:** Clinical coding, ICD-10, Information Management, Health Information Management, Records Management

## Introduction

Health information management practitioners are tasked with the responsibility of collecting, storing, analyzing and transforming health data into strategic information so it can be used to make informed decisions for quality healthcare service delivery. The quality-of-service delivery by health information management practitioners is dependent on several factors which include the use of clinical coding systems. Clinical coding is the allocation of or a process of assigning numeric/alphanumeric codes to clinical data in accordance with international coding standards to facilitate ease of data retrieval for analysis and comparison (Moris, Heinze & Warner, 2000). Clinical coding is also described as the process by which some clinical information about the patient are transformed into codes to enable grouping of medical activities in a limited number of categories that are easy to process, store and analyze (Kemp, Butler-Henderson, Allen & Ayton, 2021).

Health information management practitioners are considered as integral part of the health system who play a big role in ensuring that patients get the best quality healthcare. They provide various services in all aspects of records management in healthcare facilities (Moris, Heinze & Warner, 2000). Clinical coding, is one of principal functions of health information specialist who scrutinizes clinical reports and assigns normal codes using a classification system. It is a composite source of group of records classified under one code number in a uniform terminology to facilitate quick and easy access to patient's morbidity and mortality data for quality treatment, adequate statistical report, teaching and research (Adebayo & Omole, 2019). The main activities in clinical coding are collecting, collating, translating and assigning codes to clinical information relating to the diagnosis and operation for patients admitted to hospital in accordance with local and national coding practices in an accurate and timely manner.

Modernization of health care involves the continuous effort towards quality standard of both medical acts itself and allied activities. Clinical coding is one of the key components of the coordination process for all stakeholders and has a major impact on health care service delivery. It is one of the key components of the process for coordination of all health system practitioners that are involved in providing or financing health services. It has a major effect on health care, provide monitoring activity and also in the assessment and estimate of the need for health services. At the individual health facility level, clinical coding strengthens the recording and reporting system which increased efficient health information management system. Accurate recording of the care given to a patient (usually diagnostic and procedure information) using clinical terms, leads to better quality information management within the healthcare information system and enables sharing of data across multiple systems more effectively. It also enables more effective searching of

clinical records to support patient care, patient monitoring and risk management as well as the subsequent classification of data for administrative purposes and statistical analysis. However, there has been some argument that clinical coding systems are unnecessary, time wasting and capable of violating doctor-patient confidentiality (Campbell & Giadresco, 2020).

This conflicting point of view on the usefulness of clinical coding to healthcare management shows the need to empirically examine the effect of clinical coding on the service delivery of health information management practitioners. This is important due to the fact that HIM practitioners constitute the bulk of clinical coders and they are also in charge of information dissemination in health institutions.

### **Statement of the Problem**

There is divergence of opinion in the health sector about the importance of clinical coding systems to service delivery among HIM practitioners. HIM practitioners are in charge of collecting, collating, organizing and disseminating health information to aid effective health care deliver. The use of standardized code helps HIM practitioners to easily categorize patient records, organize them and retrieve the needed information as requested by nurses, doctors and other stakeholders in the health facility. Inability to provide accurate, timely and relevant information portrays HIM practitioners in bad light. Most importantly, it can jeopardize the health of patients and provide wrong information for policy makers. However, there are concerns raised in some quarters that clinical coding has no real use for hospitals or HIM practitioners. While researchers have examined various factors that may affect service delivery of HIM practitioners, there is a dearth of studies on the influence of clinical coding systems on the service delivery of HIM practitioners this is a gap in literature that needs to be filled. This study therefore examines the influence of clinical coding systems on service delivery of HIM practitioners at the Adeoyo Maternity Teaching Hospital, Ibadan

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

The aim of the study is to examined the influence of clinical coding systems on service delivery of HIM practitioners at the Adeoyo Maternity Teaching Hospital, Ibadan. The objective of the study will be to;

1. identify the level of clinical coding practice at the Adeoyo Maternity Teaching Hospital, Ibadan

2. determine the quality of services deliver by HIM practitioners at the Adeoyo Maternity Teaching Hospital, Ibadan
3. ascertain the influence of clinical coding systems on service delivery of HIM practitioners at the Adeoyo Maternity Teaching Hospital, Ibadan.

### **Research Questions**

The following research questions guided the study:

1. What is the level of clinical coding practice at the Adeoyo Maternity Teaching Hospital, Ibadan?
2. What is the quality of services deliver by HIM practitioners at the Adeoyo Maternity Teaching Hospital, Ibadan?

### **Research Hypothesis**

The study's hypothesis was tested at 0.05 level of significance

Ho1: there is no Signiant influence of clinical coding systems on service delivery of HIM practitioners at the Adeoyo Maternity Teaching Hospital, Ibadan.

### **Methodology**

The study adopts a descriptive survey research design. The population of the study consist of HIM practitioners at the Adeoyo Maternity Teaching Hospital, Ibadan. Total enumeration was used to select the sample due to the minimal number of the HIM practitioners. The research instrument is a structured questionnaire administered personally to the respondents with the aid of research assistants. The research instrument was subjected to content and face validation before being administered on the students.

### **Analysis and Discussion**

Ninety-seven (97) copies of the study questionnaire were administered on the respondents. However, after close examination of the returned questionnaire, only sixty-seven (67) were properly filled. The analysis was based on these valid questionnaires.

## Demographic Analysis

**Table 1: Demographic Data**

|               |              | Frequency | Percent      |
|---------------|--------------|-----------|--------------|
| Gender        | Male         | 13        | 19.4         |
|               | Female       | 54        | 80.6         |
|               | <b>Total</b> | <b>67</b> | <b>100.0</b> |
| Qualification | HND          | 17        | 25.8         |
|               | B.Sc         | 15        | 22.7         |
|               | M.Sc         | 1         | 1.5          |
|               | Diploma      | 14        | 20.9         |
|               | <b>Total</b> | <b>48</b> | <b>100.0</b> |
| Age           | 20- 29 years | 53        | 81.5         |
|               | 30–39 years  | 10        | 15.4         |
|               | 40–49 years  | 14        | 20.9         |
|               | <b>Total</b> | <b>67</b> | <b>100.0</b> |
| Experience    | 1-5 years    | 55        | 82.1         |
|               | 6-9 years    | 9         | 11.9         |
|               | 10-15 years  | 4         | 6.0          |
|               | <b>Total</b> | <b>67</b> | <b>100.0</b> |

**Source: Fieldwork, 2022**

Table 4.1 presents the demographic analysis of the respondents. From the data presented, female respondents are in the majority. There are 54 (80.6%) females while male respondents are 13 which represents 19.4% of the total respondents. Furthermore, the breakdown of the academic qualifications of the respondents shows that 17 (25.8%) respondents have HND certificates 15 (22.7%) have B.Sc., 14 (20.9%) possess Diploma certificates while only one has M.Sc. Furthermore, the age distribution of the respondents shows that 53 (81.5%) of the respondents are between 20- 29years; 14 (20.9%) are within age range of 40–49 years, and 10 (15.4%) 30–39 years. Also, in term of experience, 55 (82.1%) respondents have between 1-5 years of experience, 9 (11.9%) have experience of between 6-9 years while 4 (6.0) have 10-15 years' experience.

**Research Question one: What is the level of clinical coding practice at the Adeoyo Maternity Teaching Hospital, Ibadan?**

**Table 2: Level of Clinical Coding Practice at the Adeoyo Maternity Teaching Hospital, Ibadan**

|                                                                                              | SA          | A           | D         | SD        | Mean        |
|----------------------------------------------------------------------------------------------|-------------|-------------|-----------|-----------|-------------|
| <b>My hospital has acquired clinical coding standard tools</b>                               | 53<br>79.1% | 13<br>19.4% | --        | 1<br>1.5% | 3.76        |
| <b>I have been sent for training to acquire more knowledge on the use of clinical coding</b> | 56<br>83.6% | 11<br>16.4% | -         | --        | 3.84        |
| <b>My hospital. has acquired computers and other devices necessary for clinical coding</b>   | 50<br>74.6% | 17<br>25.4% | -         | -         | 3.75        |
| <b>My hospital has policy for carrying out clinical coding process</b>                       | 48<br>78.7% | 11<br>21.3% | 2<br>3.3% | --        | 3.75        |
| <b>Other employees in the hospital also support the use of clinical coding systems</b>       | 51<br>76.1% | 16<br>23.9% | --        | --        | 3.76        |
| <b>Average mean</b>                                                                          |             |             |           |           | <b>3.77</b> |

**Source: Fieldwork, 2022 Decision rule = >2.50 Accepted; < 2.50 Rejected**



Table 2 presents the result of data analysis about the level of clinical coding practice at the hospital. from the data presented on the table, it can be seen that the hospital has acquired clinical coding standard tools for the use of its staff as the item has a mean score of 3.76 which mean it is accepted as valid. Also, health information management professionals have been sent for training to acquire more knowledge con the use of clinical coding by the hospital (Mean = 3.84). the table also show that, to help the practice of clinical coding, the hospital also has acquired computers and other (Mean = 3.75). Furthermore, the respondents agreed that the hospital has policy for carrying out (Mean = 3.75). The results also showed that employees in the hospital support the use of clinical coding systems (Mean = 3.76) The overall mean score for clinical coding practice is 3.77 which indicated clinical coding is highly practiced in the hospital.

### Research Question Two: What is the quality-of-service delivery by HIM practitioners at the Adeoyo Maternity Teaching Hospital, Ibadan?

**Table 3: Services Delivery by HIM practitioners at the Adeoyo Maternity Teaching Hospital, Ibadan**

| Reliability                                                                             | SA          | A           | D         | SD        | Mean        |
|-----------------------------------------------------------------------------------------|-------------|-------------|-----------|-----------|-------------|
| The record unit always deliver information as needed                                    | 52<br>77.6% | 12<br>17.9% | 3<br>4.5% | --        | 3.73        |
| The record unit personnel possess the ability to answer key health management questions | 56<br>86.2% | 7<br>10.8%  | 2<br>3.1% | --        | 3.83        |
| The record unit always provide services on schedule                                     | 50<br>74.6% | 16<br>23.9% | 1<br>1.5% |           | 3.73        |
| The records provided by the record unit is always accurate                              | 42<br>63.6% | 19<br>28.8% | 2<br>3.0% | 3<br>4.5% | 3.52        |
| <b>Average mean</b>                                                                     |             |             |           |           | <b>3.70</b> |

### Assurance

|                                                                                                          |             |             |           |           |             |
|----------------------------------------------------------------------------------------------------------|-------------|-------------|-----------|-----------|-------------|
| The record unit always perform services correctly at the first time.                                     | 52<br>77.6% | 14<br>20.9% | 1<br>1.5% |           | 3.76        |
| The record unit personnel are always aware of what information is needed by patients and health workers. | 42<br>62.7% | 21<br>31.3% | 2<br>3.0% | 1<br>1.5% | 3.58        |
| Patients and health workers are assured of receiving prompt service from the health records unit         | 42<br>62.7% | 24<br>35.8% | --        | 1<br>1.5% | 3.60        |
| The records unit personnel always demonstrate the willingness to help                                    | 51<br>76.1% | 16<br>23.9% | --        | --        | 3.76        |
| <b>Average mean</b>                                                                                      |             |             |           |           | <b>3.68</b> |

### Responsiveness

|                                                                                            |             |             |             |           |             |
|--------------------------------------------------------------------------------------------|-------------|-------------|-------------|-----------|-------------|
| The records unit personnel are never too busy to respond to information requests.          | 52<br>77.6% | 12<br>17.9% |             | 3<br>4.5% | 3.73        |
| The records unit personnel actions instill confidence in patients and health workers alike | 49<br>73.1% | 12<br>17.9% | 6<br>9.0%   | --        | 3.64        |
| Patients and health professional feel safe in transactions with our employees.             | 28<br>41.8% | 23<br>34.3% | 14<br>20.9% | 2<br>3.0% | 3.15        |
| <b>Average mean</b>                                                                        |             |             |             |           | <b>3.51</b> |

### Empathy

|                                                                             |             |             |            |           |             |
|-----------------------------------------------------------------------------|-------------|-------------|------------|-----------|-------------|
| The record unit personnel are always courteous to all stakeholders          | 34<br>50.7% | 20<br>29.9% | 9<br>13.4% | 3<br>4.5% | 3.29        |
| The record unit always show sincere interest in solving patients' problems. | 49<br>74.2% | 17<br>25.8% | --         | --        | 3.74        |
| The records unit personnel are able to pay individual attention to patients | 56<br>83.6% | 11<br>16.4% |            |           | 3.84        |
| The records unit personnel operate a convenience operating hour.            | 50<br>74.6% | 12<br>17.6% | 3<br>4.5%  | 2<br>3.0% | 3.64        |
| <b>Average mean</b>                                                         |             |             |            |           | <b>3.63</b> |

### Overall Service Delivery 3.60

Table 3 presents the data on service delivery by HIM practitioners in Adeoyo Maternity Teaching Hospital, Ibadan. Service delivery was measured with reliability, assurance, responsiveness and empathy. On the dimension of reliability, the respondents gave positive responses to the statement such as 'the record unit always deliver information as needed' The statement is therefore considered as accepted because it has a mean score of 3.73. Also, it was reported that the record unit personnel have the ability to answer key health management questions (Mean =3.83) and they are able to provide services on schedule (Mean = 3.73) consistently provide accurate records (Mean = 3.52). the combined mean scores show that the reliability as a dimension of service delivery is (Mean = 3.70). The second sub-construct of service delivery is assurance. All the items such as ability to get service right at the first time' (Mean = 3.76); being aware of the information needs of their clients. (Mean = 3.60) always demonstrate the willingness to help' (Mean = 3.76). All of these items were accepted which also make the dimension of assurance (Average mean = 3.68) to be accepted. On the aspect of responsiveness, which is another dimension of service delivery, the responses are also positive. Majority of the respondents, that the records unit

personnel are never too busy to respond to information requests (mean = 3.73) instill confidence in patients and health workers alike (Mean = 3.64); and make patients and health professional feel safe during engagement (Mean =3.15). Overall, the dimension of responsiveness has an average mean score of 3.51 which is the lowest among the average means but it still highly valid. The last dimension under service delivery is empathy. The responses to the statements under empathy such as 'The record unit personnel are always courteous to all stakeholders (Mean = 3.29); always show sincere interest in solving patients' problems (Mean =3.74); always show sincere interest in solving patients' problems (Mean = 3.84) and that the records unit personnel operate a convenience operating hours (Mean = 3.64); In all, service delivery, as a combination of Reliability (3.70), assurance (3.68), responsiveness (3.51) and empathy (3.63), the average mean of service delivery is **3.63**. This mean score shows a high level of service delivery among the respondents.

## Research Hypothesis

**Ho1: there is no Significant influence of clinical coding systems on service delivery of HIM practitioners at the Adeoyo Maternity Teaching Hospital, Ibadan**

**Table 4: Influence of clinical coding systems on service delivery of HIM practitioners at the Adeoyo Maternity Teaching Hospital, Ibadan**

### Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .714 <sup>a</sup> | .510     | .501              | 3.25417                    |

**a. Predictors: (Constant), Clinical Coding Practice**

### ANOVA<sup>a</sup>

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 606.412        | 1  | 606.412     | 57.265 | .000 <sup>b</sup> |
|       | Residual   | 582.430        | 55 | 10.590      |        |                   |
|       | Total      | 1188.842       | 56 |             |        |                   |

a. Dependent Variable: Service Delivery

b. Predictors: (Constant), Clinical Coding Practice

### Coefficients<sup>a</sup>

| Model |                 | Unstandardized |            | Standardized | t     | Sig. |
|-------|-----------------|----------------|------------|--------------|-------|------|
|       |                 | Coefficients   |            | Coefficients |       |      |
|       |                 | B              | Std. Error | Beta         |       |      |
| 1     | (Constant)      | 11.446         | 5.238      |              | 2.185 | .000 |
|       | Clinical Coding | 2.112          | .279       | .714         | 7.567 | .003 |

a. Dependent Variable: Service Delivery

From Table 4, it can be seen that clinical coding explained 50.1% of the total variance in service delivery among the HIM practitioners at Adeoyo maternity hospital, Ibadan (0.501). The other 49.9% variation in service delivery by the HIM practitioners are explained by other factors not included in this study. Clinical Coding also show a positive and significant relationship ( $R = 0.501$ ) with the level of service delivery among the HIM practitioners. Table 4b shows that for the overall significance of the model, Clinical Coding has a significant influence on the quality of service delivery by HIM practitioners in Adeoyo maternity hospitals ( $F(1, 55) = 57.265$ ,  $p < 0.05$ ). Table 4.4c also shows that, if all other factor is constant, a unit change in clinical coding will lead to 0.501 increase in the services delivery among the HIM practitioners at 95% level of confidence ( $B = 0.620$ ,  $p < 0.05$ ). Therefore, based on the result of the regression analysis, the null hypothesis is rejected and the alternate is now adopted.

### Discussion of Findings

The aim of this study is to ascertain the influence of clinical coding practice on service delivery of HIM practitioners in Adeoyo maternity teaching hospital, Ibadan. The study has two research questions and one hypothesis. The analysis of data was based on these questions and hypothesis. The study found that the level of clinical coding practice is high among the HIM practitioners at the Adeoyo Maternity Teaching Hospital, Ibadan. The study confirmed the availability of standard coding guides, training for clinical coders, policy and organizational involvement in the hospital. the finding is supported by other studies which have also highlighted the role of health information professional in clinical coding accord. Scholars from various countries around the world as reported in studies on clinical coding shows the role of HIM practitioners in clinical coding and the use of clinical coding systems to enhance the service delivery. All of these activities are reviewed to show that HIM practitioners have been fully engaged in clinical coding since the development of

coding (Moris WC, Heinze & Warner, 2000).

Furthermore, researchers in Nigeria investigated ICT knowledge and utilization level of health information managers to understand its impact on service delivery. The use of ICT examined in the study also included computer assisted coding. The results show that about 33.7% can perform computer assisted coding 'very well'; 23.8% can use it well while 10.7% can use it satisfactorily. It was also found that 60.5% and 15.6% of the Health Information Managers engage clinical coding daily and weekly respectively. This has impact on their service delivery as 56% of the respondent confirmed

The second research question examined the service delivery by the HIM practitioners at the Adeoyo Maternity Teaching Hospital, Ibadan. The study found a high level of services delivery with the practitioner rating high on dimensions of service delivery such reliability assurance, responsiveness and empathy. The lowest dimension of services delivery among the respondents as reported by the study is responsiveness. However, the dimension is still valid. The finding indicates the service quality is good mainly for the institutions in which it is measured. This notion was explored in another study

A researchers observed that scholars faced difficulties in measuring service delivery in service operations. This difficulty was also experienced by scholars in the Healthcare profession. Healthcare services are simultaneously produced and consumed and cannot be stored for later consumption. This makes quality control difficult because the customer cannot judge 'quality' prior to purchase and consumption. Unlike manufactured goods, it is less likely to have a final quality check (Moris WC, Heinze & Warner, 2000).

The test of hypothesis revealed that coding practices has a significant influence on services delivery. It suggests that with clinical coding practice becoming widespread, its application health care can enhance the service delivered through quick access to the information, ability to make forecast health trend and others. other studies have also explored the importance of coding on services deliver. A group of researchers examined the benefits and limitations using computer assisted coding (CAC) and the impact of CAC on traditional coding practices and roles in the inpatient setting. The study adopted a systematic literature review explores examining a total of 38 journal articles, published dissertations. It was found that CAC has demonstrated value in improving clinical coding accuracy and quality, which can be missed during the manual clinical coding process. The researchers therefore concluded that clinical coding professionals should view CAC as an opportunity not a threat. CAC will allow clinical coding professionals to further develop their clinical coding skills and knowledge for future career progression into new roles such



as clinical coding editors and clinical coding analysts. It was also concluded that clinical coding is a tool to boost the efficiency of health information management practitioners and enhance their relevance in the health sector.

In another study conducted in Canada, researchers assessed the strengths and barriers regarding clinical coding quality from the perspective of health information managers. The study adopted a qualitative research method. The sample consist of ten health information managers and clinical coding quality coordinators who oversee clinical coders. Semi-structured interviews were conducted, which included questions on data quality, costs of clinical coding, education for health information management, suggestions for quality improvement and barriers to quality improvement. The study found that clinical coding contributes to effective service delivery among the HIM practitioners. However, major challenges to clinical coding quality included incomplete and unorganized chart documentation, and lack of communication with physicians for clarification. Further, clinical coding quality suffered as a result of limited resources (e.g., staffing and budget) being available to health information management departments. It was also reported that clinical coding quality improvements can be made by offering interactive training programmes and streamlining sources of information from charts. The study concluded that the quality of clinical coding practice in Canada is generally high and this has affected the effective of the health information management in the country. The recognition of the importance of coding on the ability of health information managers to deliver improved services was also noted in developing countries.

Researchers in Iran highlighted the importance of accurate recording and retrieval of information in cancer treatment. The study was based on the premise that effective health information management depends on the correct coding and classification of data. It was therefore posited that regular training of health information managers engaged in clinical coding is highly essential to ensure the effectiveness of health information management. The study therefore examined the effectiveness of the training workshop on ICD-10 cancer coding guidelines for clinical coders. The study was a survey research study. The study found that majority of the health information managers (84%) were satisfied that the training as enhanced their level of effectiveness. This means that being skilled in clinical coding enhance the service delivery of the respondents (Adebayo, Afolabi, Fajuyigbe, Adepoju & and Omole, 2021). Similar findings were also reported in related studies.

## Conclusion

Health information management practitioners have an important role to play in the delivery of high-quality healthcare to patients in all kind of hospital especially in Adeoye maternity hospital which deals mostly with women and children. Effective management of information which results in swift response to information requests by patients, nurses and doctors adds quality to health care services. Similarly, proper organization and classification of health information helps practitioners to quickly detect patterns in diseases, treatment outcomes and other issues related to the patients. This is useful in formulating the necessary intervention by health practitioners as well as health workers, Clinical coding which brings order into the chaotic world of health information is highly important practice for health information managers and the practice should be deepened to further enhance the status of health information managers as important stakeholders in healthcare delivery.

## Recommendations

Based on the findings of the study, appropriate recommendations are made as follows;

1. Health information managers at the Adeoyo maternity teaching hospital need to address some minor issues noticed in the service delivery such as reliability of the service. This can be done by creating workflow diagrams which clearly outlined steps to be taken in attending to each client.
2. Clinical coding should be further integrated by ensuring that it complies with national and global standards. The hospital should also invest in computer assisted coding which not currently in use in the hospital.
3. Since coding practice has been found to influence service delivery in the hospital, it is important that health information managers identify the tangible areas where clinical coding has helped health care delivery. This will be useful as advocacy tool in securing continued support for the practice of clinical coding.

## References

- Adebayo, T. T. and Omole M. S. (2019). An Exploration of the Effect of Nosology on Clinical Coding in Nigeria. *Library Philosophy and Practice (e-Journal)*, 6
- Adebayo, T. T., Afolabi, S. A., Fajuyigbe, S. O., Adepoju, O. K. and Omole, M. S. (2021). "Clinical Coding and Indexing as Indispensable Tool in Health Care, Teaching and Research: A Case Study of Obafemi Awolowo Teaching Hospital Complex (OAUTHC) Ile-Ife, Osun State" *Library Philosophy and Practice (e-Journal)*. 6451. <https://digitalcommons.unl.edu/libphilprac/6451>
- Akdere, M., Top, M. and Tekingündüz, S. (2020). Examining patient perceptions of service quality in Turkish hospitals: The SERVPERF model. *Total quality management & business excellence*, 31(3-4), 342-352.
- Asadi, F. (2020). Effectiveness of Training Workshop on ICD-10 Cancer Coding Guidelines for Clinical Coders
- Campbell, S. and Giadresco, K. (2020). Computer-assisted clinical coding: A narrative review of the literature on its benefits, limitations, implementation and impact on clinical coding professionals. *Health Information Management Journal*, 49(1), 5-18.
- Doktorchik, C., Lu, M., Quan, H., Ringham, C. and Eastwood, C. (2020). *A qualitative evaluation of clinically coded data quality from health information manager perspectives. Health Information Management Journal*, 49(1), 19-27.
- Kemp, T., Butler-Henderson, K., Allen, P. and Ayton, J. (2021). The impact of health information management professionals on patient safety: A systematic review. *Health Information & Libraries Journal*, 38(4), 248-258.
- Lagrosen Y, Lagrosen S. (2015). The effects of quality management – a survey of Swedish quality professionals. *International Journal of Operations & Production Management* 25, 940–52. doi: 10.1108/01443570510619464
- Moris, W. C., Heinze, D. T. and Warner, H. R. (2000) Assessing the accuracy of an automated coding system in emergency medicine. *Proc AMIA Symp*;595-9.

## Investigating Leadership Styles and Academic Staff Development of Higher Institutions in Kwara State, Nigeria

<sup>1</sup>Tolulope Elizabeth ADENEKAN, PhD, <sup>2</sup>Olanrewaju Ridwan, YUSUF, and  
<sup>3</sup>Oluwakemi Esther IBIRONKE

<sup>1,3</sup>Department of Information Management, Lead City University, Ibadan, Oyo State

<sup>2</sup>Department of Office Technology Management, Kwara State Polytechnic, Ilorin

<sup>1</sup>lizzyadenekan@gmail.com; <sup>2</sup>cloyusuf@yahoo.com; <sup>3</sup>oluwakemiibironke01@gmail.comx

### Abstract

*For higher institutions of learning to achieve their stated aims, management must take cognizance apply the appropriate leadership styles capable of bringing out the best in all level of personnel. When this is not the case, it is expected that higher institutions of learning will not live up to expectation and at the end of it all, students will bear the brunt of inefficiency. It is in this regard that this study deems it fit to investigate the influence of leadership styles (LS), on academic staff development (ASD) of higher institutions in Kwara state. Descriptive research design was adopted. Population consists of 1529 academic staff in higher institutions of learning in Kwara State. One hundred and twenty (120) lecturers served as the sample size after Krejcie and Morgan was applied to determine the sample size. Multi stage sampling technique was used as well as a validated questionnaire was also used to collect data. The reliability coefficient for each of the variable ranged from 0.70 to 0.89. Data collected was analyzed using descriptive and inferential statistics. Findings revealed that LS had significant influence on ASD (Adj.  $R^2 = 0.236$ ;  $p = 0.000$ ). The study concluded that LS independently influenced ASD. The study recommended that academic leaders in various higher institution of learning in the country should adopt the tenets of transformational leadership style practices.*

**Key Words:** Academic Staff Development, Higher Institution of Learning, Leadership Style; Transformational Leadership Style.

### Introduction

Capacity development of tertiary institution's academic staff is rated globally based on factors seminars, workshops, and conferences attendance. Staff development also encompass additional academic training which lead to higher certificates. All of these have also become standard for academic institutions in Nigeria. However, within global rankings of tertiary institutions in 2021, the best institution in Kwara State, Nigeria is University of Ilorin which is ranked 4,126 globally and 6<sup>th</sup> in Nigeria. This only reinforces

the notion of poor institutional performance of tertiary institutions in Kwara State, Nigeria. It is important to note that lack of provision for training that enhance academic staff development creates problems for academic staff and it is reflected in poor facilities for teaching, poor infrastructure (ICT), learning delivery and disposition to work. It is important to stress that academic staff of tertiary institutions in Kwara State especially government owned are noticeably not operating at optimum capacity. Factors such as leadership style, training and development opportunities, environment, information culture and basic infrastructure have been identified to affect academic staff development. These challenges raise the question about the relevance of information culture and an appealing form of a leadership style in addressing the problem.

Academic staff of tertiary institutions in Kwara State are involved in teaching, conducting examination, carrying out research, attending conferences and workshops. As observed, the development of teaching workforce is poor in these tertiary institutions. It has been perceived that academic staff of tertiary institutions in Kwara State are struggling to make progress in their career due to lack of opportunity for development. However preliminary investigation and literature review have revealed that academic staff in tertiary institutions in Kwara state are perceived to be poor in development due to non-provision for training (ICT and research), poor representation in research and academic conferences, poor information management and student receiving contradicting information about their academics and so on which has been traced to ineffective leadership. As a result, information is not effectively and efficiently managed, students receive contradicting information from staff. As a result, there has been decline in students' academic performance. If care is not taken, this will affect the institutions further in information culture and student academic performance. This may also affect Nigeria economy by preventing the students from having the right information to act upon and also by producing students who may not be able to compete in the global job market.

Empirical investigations on leadership styles within the context of academic staff development in tertiary institutions in Kwara State seem scarce. The few studies conducted have focused on other contexts hence reinforcing the narrative that there is need for a study that would substantiate the interaction between leadership style and staff development of teaching staff in tertiary institutions in Kwara State, Nigeria (Jameel & Ahmad, 2020; Jameel & Ahmad, 2019; Xhomara, 2018; Waswa & Katana, 2018). It is in view of this discussion that this study intends to investigate the influence of leadership styles on academic staff development in tertiary institutions in Kwara State, Nigeria.

## Literature Review

### *Academic Staff Development*

Development assessment is an integral part of academic institutions. The main purpose of a development assessment is to ascertain the institution's expectations for performance and the requisite levels of knowledge, skills, talents, and attitudes (Damoe, Yazam & Ahmed, 2018). A development assessment, when properly conducted, will provide management with insight into areas of deficiency and push the management to allocate all the necessary resources to fill the void. According to Apospori, Nikandwu, Brewster, and Papalexandris (2018), the assessment should focus on the necessity of realizing the institution's stated goals as well as identifying ways to increase efficiency and the quality of output and services provided.

The "gap" between expected and actual performance can be measured through a development evaluation. As the gaps are identified, they are analyzed in order to confirm the best approach for closing them. The results of the training requirements analysis will be used to build training modules and create a curriculum to address any knowledge gaps that have been identified (Debrah & Ofori, 2017). Many studies and investigations have shown that professional growth is essential for workers in both the business and academic sectors. Learning to obtain or retain professional credentials, such as degrees, formal coursework, attending conferences, and informal learning opportunities placed in practice are all examples of staff development, as defined by Maxwell & Gallagher, 2020. It's been said that it's comprehensive, involves teamwork, and should culminate with an assessment. Truthfully, education is a learning environment because teachers and administrators face new challenges every day.

Staff development in the academic setting refers to the process of shaping employee behavior such that it better fits organizational needs (Jackson 2012). Employees, both new and veterans, need training to update their knowledge, creative and communication skills, and abilities, and to keep them abreast of the new development in the techniques and methods of doing the job, in this age of constant technological change and innovation. This is what staff development is all about (Kubrushko, & Nazarova, 2013). The term "staff development" refers to the process of enhancing a company's current and future value by helping personnel grow in the areas of acceptable thought and action patterns, communication, knowledge, and creativity. (Watson, Rogers, Watson, Liao-Hing Yep, 2019).



## ***Leadership Style***

In their definition of leadership style, Tien & Chao (2018) focused on the interactions that occur between superiors and those they supervise. Thus, for tertiary institutions in Kwara State to properly carry out its mission, especially in the sphere of academic achievement, management must demonstrate suitable leadership orientation that guarantees effective and efficient academic success. Both transformative and transactional styles of leadership fit under this modern category. The hallmarks of a transformational leader are their capacity to inspire their followers and foster an environment conducive to creative problem solving (Sajjad, Wang, Muhammed, Khaqhan & Amina, 2019). Individualized care, intellectual challenge, inspiring impetus, and idealized sway are the hallmarks of a transformative leader (Boukamcha, 2019). In the end, followers of transformational leaders discharge their duties and remain committed to tasks because it is in line with their beliefs and not because they expect to be rewarded for it, completely altering the followers' underlying motivations and priorities (Watts & Corrie, 2022).

Conversely, transactional leadership is characterized by an emphasis on mutual benefit rather than concern for the greater good. A transactional leader is one who adheres to the established conventions, policies, and protocols of their organization (Mugizi, Tumuhaise, Samanya, & Dafiecthane, 2019). Motivating subordinates in a transactional leadership structure is dependent on doling out the right kind of compensation (Adams, Shahrin, & Zainol 2018). In addition, it stresses the importance of finishing the job at hand by all means necessary. This sort of boss keeps the peace on the job and makes good on his or her promises of compensation for diligence and innovation. Irrespective of the leadership style adopted, effective information communication/culture on the part of the leaders involved is essential for an effective leadership style, which in turn influences the means by which employees connect with the surrounding environment. When access to and use of information are embedded in an organization's routines, said that such organization has a mature information culture.

## **Research Questions**

1. What is the level of academic staff development in tertiary institutions in Kwara State, Nigeria?
2. What is the prominent leadership styles practiced among academic staff in tertiary institutions in Kwara State, Nigeria?

## Hypothesis

H1: Leadership style will significantly influence academic staff development of tertiary institutions in Kwara State, Nigeria.

## Methodology

To investigate the effect of different types of leadership on the professional growth of faculty members in Kwara State's higher education institutions, this study used a cross-sectional survey approach. Studying the current state of an interesting phenomenon without changing any of the factors is the goal of studies employing this methodology. Considerations such as cost-effectiveness, efficiency, and validity/reliability of the resulting data, are the reasons why this methodology was chosen for this investigation. The proposed application in this study is similarly predicated on the work of earlier scholars whose studies are analogous to the current study but were conducted in a different setting. All lecturers at the University of Ilorin, Kwara State University in Malete, Al-Hikmah University in Ilorin, Federal Polytechnic in Offa, Kwara State Polytechnic in Ilorin, Kwara State College of Education in Ilorin, and Kwara State College of Education in Oro make up the 1529 participants in this study. A total of 310 lecturers from Kwara State University, University of Ilorin, Federal Polytechnic Offa, Kwara State Polytechnic Ilorin, Kwara State College of Education Ilorin, and Kwara State College of Education Oro made up the study's sample. Krejcie and Morgan's (1970)<sup>1</sup> table of sample sizes was used to determine this sample size. The researchers used a Likert scale to rate how they felt about the topic at hand. Teachers in a cross-section of Kwara State's higher education institutions had their thoughts and impressions collected by this instrument. Reviewing relevant literature and modifying previously used questionnaires provided the data collection tool for this study's validity assessment. Research of the veracity of both the content and structure has been conducted. The study instruments' content validity was confirmed by consulting the supervisor and other information management professionals. The revised questionnaire that was administered to research participants reflected these changes. The researcher ran a reliability test on the questionnaire to ensure that items were consistently assessing each study variable. Thirty (30) copies of the questionnaire were administered to non-participating members of the teaching staff at Landmark University to test the instrument's dependability. A Cronbach's alpha reliability test was performed on the collected data to ensure the items were internally consistent. Each variable in this study was found to reliably measure the constructs for which it was developed, as determined by the Cronbach alpha reliability coefficient. The conclusions drawn from this are as follows: Leadership style = 0.80; educating faculty = 0.75. The hypothesized relationship was examined using inferential statistics via multiple regression. The study's data was analyzed using SPSS

version 24 (Statistical Package for the Social Sciences). The study's hypotheses were evaluated at the 5% significance level.

### Results, Data Presentation and Analysis

**Table 1: Research Question 1:** What is the level of academic staff development in tertiary institutions in Kwara State, Nigeria?

| Academic Staff Development                                                                            | VH<br>(%) | H<br>(%) | L<br>(%) | VL<br>(%) | Std.  | Mean        |
|-------------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------|-------|-------------|
| <b>ICT Training</b>                                                                                   |           |          |          |           |       |             |
| Conduct periodic assessment of ICT                                                                    | 124       | 104      | 41       | 0         | .725  | 3.31        |
| Skill gap needs to achieve better<br>Performance                                                      | (46.2)    | (38.5)   | (15.4)   | 0         |       |             |
| Provide a schedule of ICT skill training<br>to be conducted at regular interval                       | 132       | 72       | 65       | 0         | .821  | 3.25        |
|                                                                                                       | (49.0)    | (26.9)   | (24.0)   | 0         |       |             |
| Provide adequate ICT facilities which<br>Enhance training                                             | 147       | 91       | 31       | 0         | 1.100 | 2.88        |
|                                                                                                       | (54.8)    | (33.7)   | (11.5)   | 0         |       |             |
| Ensures that members of staff are all<br>Presence to participate in the ICT skill<br>training session | 108       | 122      | 39       | 0         | .886  | 3.03        |
|                                                                                                       | (40.1)    | (45.2)   | (14.4)   | 0         |       |             |
| Ensures training covers the running of<br>relevant software that aid work<br>effectiveness.           | 72        | 140      | 26       | 0         | .912  | 2.94        |
|                                                                                                       | (26.9)    | (51.9)   | (9.6)    | 0         |       |             |
| <b>Average Mean:</b>                                                                                  |           |          |          |           |       | <b>3.08</b> |

| Academic Staff Development | VH<br>(%) | H<br>(%) | L<br>(%) | VL<br>(%) | Std. | Mean |
|----------------------------|-----------|----------|----------|-----------|------|------|
|----------------------------|-----------|----------|----------|-----------|------|------|

### Research Training:

|                                                   |        |        |        |   |      |      |
|---------------------------------------------------|--------|--------|--------|---|------|------|
| Organize research capacity development<br>Program | 114    | 83     | 72     | 0 | .822 | 3.15 |
|                                                   | (42.3) | (30.8) | (26.9) | 0 |      |      |

|                                                                                                                          |               |               |              |        |      |      |
|--------------------------------------------------------------------------------------------------------------------------|---------------|---------------|--------------|--------|------|------|
| Engage in collaborative training with international educational institute to enhance academic staff's research capacity. | 98<br>(36.5)  | 83<br>(30.8)  | 88<br>(32.7) | 0<br>0 | .835 | 3.04 |
| Organize training on writing proposal for research grant                                                                 | 72<br>(26.9)  | 140<br>(51.9) | 26<br>(9.6)  | 0<br>0 | .912 | 2.94 |
| Organize in house seminars to training academic staff on appropriate outlets for paper publication                       | 124<br>(46.2) | 80<br>(29.8)  | 65<br>(24.0) | 0<br>0 | .812 | 3.22 |
| Organize in house seminars to address a specific research problem                                                        | 124<br>(46.2) | 101<br>(37.5) | 44<br>(16.3) | 0<br>0 | .736 | 3.30 |

**Average Mean:** **3.13**

### Conferences

|                                                                                  |               |              |              |        |      |      |
|----------------------------------------------------------------------------------|---------------|--------------|--------------|--------|------|------|
| Academic staff were sponsored for international conference                       | 114<br>(42.3) | 80<br>(29.8) | 72<br>(26.9) | 0<br>0 | .848 | 3.13 |
| Academic staff were sponsored for local conference                               | 145<br>(53.8) | 80<br>(29.8) | 44<br>(16.3) | 0<br>0 | .753 | 3.38 |
| Inter-disciplinary seminar are organized academic staff to aid teaching pedagogy | 111<br>(41.3) | 80<br>(29.8) | 78<br>(28.8) | 0<br>0 | .832 | 3.13 |

**Average Mean:** **3.21**

**Grand Mean:** **3.14**

**Source: Field Survey, 2022**

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

Decision Rule: 1.00 – 1.49 (very low), 1.50 – 2.4 (low), 2.50 – 3.49 (High),  
3.50 – 4.00 (Very High)

The first research question of this study says “What is the level of academic staff development in tertiary institutions in Kwara State, Nigeria?” The precise answer to this research question is that the level of academic staff development in tertiary institutions in Kwara State, Nigeria is high. This is based on a grand mean score of 3.14 on a 4-point scale. However, this aspect of the research question will examine other factors that might have contributed to this mean score. In terms of ICT training as one of the indicators of academic staff development, the mean score was 3.08 on a 4-point scale. What this implies is that ICT training as provided for academic staff in tertiary institutions in Kwara state was high. The next indicator of academic staff development was Research training. This indicator attracted an average mean score of 3.13. Therefore, with this mean score on a 4-point scale indicates that research training for academic staff in tertiary institutions in Kwara state in high. In terms of sponsorship for attending conferences, an average mean score of 3.21 was recorded. This means that sponsorship for conference attending was also high based on the mean score of 3.21 on 4-point scale.

Going by the average mean score of each of the indicator used in determining the academic staff development level of academic staff development of tertiary institutions in Kwara state, it is therefore seen that no doubt indeed the overall level is also high as discussed earlier on. However, from the data, it is imperative to discuss about items that had a low score output. Respondents' were of the opinion that adequate facilities ICT wise were not adequate. This particular item in the questionnaire attracted a mean score of 2.88 on a 4-point scale, though quite high but not so high. Also respondents expressed distaste as regards the availability of relevant softwares that aid work effectively. This item on the research instrument attracted a mean score of 2.94 on 4-point scale. This item was not so high as other items on this particular item in the questionnaire. In terms of writing proposals for research grants, a mean score of 2.94 on a 4-point scale was recorded. This means that perhaps, there were no adequate training on writing research proposals for academic staff of tertiary institutions in Kwara state. However, all in all, the academic staff development level of tertiary institutions in Kwara state in very much encouraging going by the data generated on this aspect of the questionnaire. However, out of all the items in this aspect of the questionnaire, only two items as discussed above were in the region of 2.90 thereabout. Although, it is not as if those two items that were in the region 2.90 were that bad, but they are sensitive areas that call for much attention and emphasis.

**Table 2: Research Question 2:** What is the prominent leadership styles practiced among academic staff in tertiary institutions in Kwara State, Nigeria?

| Leadership Style                                                              | SA<br>(%)     | A<br>(%)     | D<br>(%)     | DA<br>(%)    | Std.  | Mean        |
|-------------------------------------------------------------------------------|---------------|--------------|--------------|--------------|-------|-------------|
| <b>Transformational Leadership Style</b>                                      |               |              |              |              |       |             |
| My immediate boss seeks different Perspective when solving problems.          | 104<br>(38.5) | 85<br>(31.7) | 44<br>(16.3) | 36<br>(13.5) | 1.046 | 2.95        |
| My immediate boss talks enthusiastically about what needs to be accomplished. | 106<br>(39.4) | 67<br>(25.0) | 70<br>(26.0) | 26<br>(9.6)  | 1.022 | 2.94        |
| My immediate boss spends time teaching and coaching.                          | 114<br>(42.3) | 88<br>(32.7) | 67<br>(25.0) | 0            | .806  | 3.17        |
| My immediate boss treats me as individual rather than just a member of group. | 150<br>(55.8) | 91<br>(33.7) | 29<br>(10.6) | 0            | .681  | 3.45        |
| My immediate boss acts in a way that builds my respect.                       | 129<br>(47.1) | 72<br>(26.9) | 67<br>(25.0) | 1<br>(1.0)   | .852  | 3.20        |
| <b>Average Mean:</b>                                                          |               |              |              |              |       | <b>3.14</b> |
| <b>Transactional Leadership Style</b>                                         |               |              |              |              |       |             |
| My immediate boss provides me with assistance in exchange for my effort.      | 47<br>(17.3)  | 98<br>(36.5) | 77<br>(28.8) | 47<br>(17.3) | .975  | 2.54        |



|                                                                               |               |              |              |             |       |             |
|-------------------------------------------------------------------------------|---------------|--------------|--------------|-------------|-------|-------------|
| My immediate boss fails to interface until problem become serious.            | 147<br>(54.8) | 80<br>(29.8) | 29<br>(10.6) | 13<br>(4.8) | .856  | 3.35        |
| My immediate boss waits for things to go wrong before taking action.          | 147<br>(54.8) | 80<br>(29.8) | 29<br>(10.6) | 13<br>(4.8) | .856  | 3.35        |
| My immediate boss makes clear what one can expect to receive.                 | 147<br>(54.8) | 80<br>(29.8) | 29<br>(13.5) | 13<br>(1.9) | .7906 | 3.375       |
| My immediate boss concentrates on his/her attention on dealing with mistakes. | 112<br>(41.3) | 86<br>(31.7) | 71<br>(26.0) | 1<br>(1.0)  | .837  | 3.13        |
| <b>Average Mean:</b>                                                          |               |              |              |             |       | <b>3.14</b> |
| <b>Grand Mean:</b>                                                            |               |              |              |             |       | <b>3.14</b> |

---

**Source: Field Survey, 2022**

Key: Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2, Strongly Disagree (SDA)=1  
 Decision Rule: Decision rule: 1.00 – 1.49 (very low), 1.50 – 2.4 (low), 2.50 – 3.49 (High), 3.50 – 4.00 (Very High)

The second research question for this study says that “What is the prominent leadership styles practiced among academic staff in tertiary institutions in Kwara State, Nigeria?” Interestingly there is a balance of leadership style being displayed in tertiary institutions in Kwara state. The two leadership styles discussed in this study are transformational and transactional leadership styles. These two-leadership style were both at 3.14 mean score on a 4-point scale. This implies that probably departmental heads, principal officers of tertiary institutions in the state were both displaying the two leadership styles at a balanced level. This might also contribute to the reason why the grand mean score of 3.14 was recorded as the leadership style existing in tertiary institutions in the state. With a mean score of 3.14 on a 4-point scale, it means that both leadership styles are operating at a high level in the state. This could also imply that academic staff of tertiary institutions in the state are comfortable

with the operation of both leadership styles in the tertiary institutions surveyed in the state considering the fact that there was a high mean score value generated from the data.

However, there were one or two items on this leadership styles that some of the respondents were not comfortable with. An item in the questionnaire on transactional leadership style that says “My immediate boss provides me with assistance in exchange for my effort”, attracted a mean score of 2.54 which is averagely high. Also on this particular item, many disagreed with this statement. A total number of 124 respondents were in disagreement with this statement, while about 145 agreed. This is a slight difference of 21. This shows that some of the academic leaders in tertiary institutions in Kwara state do leave difficult task for their subordinates to attend to by themselves without rendering any form of help. What it could also imply is that despite so much effort devoted to the tasks carried out by academic staff in tertiary institutions in Kwara state, assistance is not given by departmental heads. This is a major factor why there is an average high mean score for this particular item on the questionnaire. Another quite average score on leadership style, this time around transformational leadership style is the item that attracted a mean score of 2.94. The item is “My immediate boss talks enthusiastically about what needs to be accomplished”. This might qualify the fact that departmental heads in tertiary institutions in Kwara state are just concerned about getting the job done and not necessarily being concerned about the feelings of those who will get the job done. Though just a few respondents were against this assertion, precisely about 96 respondents were against this assertion, majority were in support of the notion. Another item on transformational leadership style that attracted a not too high score was the item that says “My immediate boss seeks different perspective when solving problems”. Even though this item attracted a mean score 2.95 on a 4-point scale, 193 out of 269 respondents affirmed that this statement is true of their bosses while just about 76 disagreed with this statement. All in all, from the average and grand mean score, both leadership style at a balanced level are existing in tertiary institutions in Kwara state, Nigeria.

**H<sub>01</sub>:** There will be no significant influence of leadership style on academic staff development of tertiary institutions in Kwara State, Nigeria.

**Table 3. Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .493 <sup>a</sup> | .243     | .236              | .25387                     |

a. Predictors: (Constant), leadership style

#### ANOVA

| Model |            | Sum of Squares | Df  | Mean Square | F      | Sig.              |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1     | Regression | 2.111          | 1   | 2.111       | 32.758 | .000 <sup>b</sup> |
|       | Residual   | 6.574          | 102 | .064        |        |                   |
|       | Total      | 8.685          | 103 |             |        |                   |

a. Dependent Variable: staff development

b. Predictors: (Constant), leadership style

#### Coefficients

| Model |                  | Unstandardized Coefficients |            | Standardized Coefficients |        | Sig. |
|-------|------------------|-----------------------------|------------|---------------------------|--------|------|
|       |                  | B                           | Std. Error | Beta                      | t      |      |
| 1     | (Constant)       | 2.001                       | .199       |                           | 10.051 | .000 |
|       | leadership style | .359                        | .063       | .493                      | 5.723  | .000 |

a. Dependent Variable: staff development

**Source: Field Survey, 2022**

Table 4.3.1 displays the results of the regression analysis for the relationship between leadership style and academic staff development.  $R$  was used to assess the study's model's propensity for prediction. The results in the table show that there is a statistically significant relationship between leadership style and academic staff development ( $R = .493$ ), which is a generally positive finding. According to the coefficient of determination ( $R^2$ ) of .243, the academic development of staff of tertiary institutions in Kwara state under investigation varied by 49.3%, and the remaining external variable other than leadership style described the other 50.7%. According to this data, the leadership style in tertiary institutions in Kwara State has a 49.3% impact on the rise in academic staff development. The results of a regression test that made use of the ANOVA are also included in the table (overall model significance). This study investigated whether academic staff development in Kwara state tertiary institutions was impacted by their leadership style. This can be explained by the F-value (32.758) and p-value (0.000), which is both statistically significant at a 95 percent confidence level. The findings demonstrated that the leadership styles existing in tertiary institutions in Kwara state positively impacted academic staff development in tertiary institutions in Kwara state. The regression coefficient results indicate that a change in the leadership style will boost the academic staff development in tertiary institutions in the Kwara state by .493. The first null hypothesis ( $H_{01}$ ), which states that the leadership styles will not significantly affect academic staff development in tertiary institutions in the Kwara is rejected by this study ( $R^2 = .243$ ,  $F(1, 102) = 32.758$ ,  $p = 0.000$ ).

The null hypothesis of this study says “there will be no significant influence of leadership style on academic staff development of tertiary institutions in Kwara State, Nigeria. The findings of this hypothesis revealed that leadership style has a significant influence of academic staff development. Different studies have shown that leadership styles can have a link with academic staff development. Study carried out by Lee, Idris & Tuckey, 2019 concluded that the leadership styles of supervisors are important dimensions of the social context because they shape subordinates' organizational development in various important ways. Javed, Rawwas, Khandai, Shahid, & Tayyeb, 2018 indicated in their study that ethical leadership behavior has a positive impact on employee development and employee trust in leaders. This is also in tandem with the findings of some other studies which reported that “an important study of parameters of leadership style as transformational and self-evaluation have an impact on staff development where transformational leadership has more effect compatibility because highest development observed in employee while goals, vision and intellectual stimulation have perfectly conveyed by supervisor (Ding, Yu & Li, 2020). The definite relationship between employee development and transformational leadership style has found in this way how academics

supported the idea by proposing a moderate degree of employee development has examined low degree of transformational attributes of leadership, whereas development of qualities regarding transformational leadership are imperative with respect to shaping employee attitudes to enhance employee retention. This fact patronage the research by another scholar which instigates the relationship of employees' development and behavior of leader has a significant relationship for the smooth development of employees" (Zhou, & Wu, 2018).

### **Conclusion and Recommendation**

Leadership style has a scientific influence on academic staff development in tertiary in situations in Kwara state. This study has actually unraveled the fact that a balanced form of leadership styles (transformational and transactional leadership styles) will go a long way in contributing to academic staff development of tertiary institutions, not only in Kwara state but in the Nigeria as a whole. Management of tertiary institutions in Nigeria should devote more attention to all what it takes for those in the academia to develop in their career as this will make them to become more abreast of what is trending in their various fields. This can only be achieved if there are leaders in the education sector who can actually display a suitable leadership style that will bring about academic staff development. Also, this study has been able to prove that that if academic institutions can avail their employees for attending conferences, expose them to enough ICT training as well as research training, all these will bring about more academic development on the art of their academic staff.

On the basis of the above findings, it is therefore recommended that, there should be more investment by the Federal government on ICT training, Research training and sponsorship to conferences for academic staff of all institutions in the country. In addition, academic leaders in various higher institution of learning in the country should adopt the tenets of transformational leadership style practices.

## References

- Adams, D., Shahrin, S., & Zainol, A. (2018). Transactional and transformational leadership: complementary or opposites. *Mastering Theories of Educational Leadership and Management*, 107-114.
- Apospori, E., Nikandrou, L., Brewster, C., & Papalexandris, N. (2018). HRM and organizational performance in Northern and Southern Europe. *International journal of Human Resource Management* 19(7), 1187- 1207.
- Boukamcha, F. (2019). The effect of transformational leadership on corporate entrepreneurship in Tunisian SMEs. *Leadership & Organization Development Journal*.
- Damoe, A.L., Yazam, M.F., & Ahmed, M. (2018). The mediating effect of HRM outcomes (employee retention) on the relationship between HRM practices and organizational performance. *International Journal of Human Resource Studies*, 2(1), 2162 – 3058.
- Debrah, Y.A., & Ofori, G. (2017). Human Resource Development of Professionals in an Emerging Economy: The Case of the Tanzanian Construction Industry. *International Journal of Human Resource Management* 17(3), 440 – 463.
- Ding, H., Yu, E., & Li, Y. (2020). Transformational leadership and core self-evaluation: The roles of psychological well-being and supervisor-subordinate guanxi. *Journal of Psychology in Africa*, 30(3), 236-242.
- Gwavuya, F. (2018). Leadership Influences on Turnover Intentions of Academic Staff in Institutions in Zimbabwe. *Academic Leadership Journal*, 9(1), 1-15.
- Jackson, T. (2012). Reframing human resource management in Africa: a cross cultural perspective. *International Journal of Human Resource Management* 13(7), 998–1018.
- Jameel, A. S., & Ahmad, A. R. (2019). Leadership and performance of academic staff in developing countries. In *Proceedings of the 33rd International Business Information Management Association Conference, IBIMA*, 6101-6106.
- Jameel, A. S., & Ahmad, A. R. (2020). The mediating role of job satisfaction between leadership style and performance of academic staff. *International Journal of Psychosocial Rehabilitation*, 24(04), 2399-2414.
- Javed, B., Rawwas, M. Y., Khandai, S., Shahid, K., & Tayyeb, H. H. (2018). Ethical leadership, trust in leader and creativity: The mediated mechanism and an interacting effect. *Journal of Management & Organization*, 24(3), 388-405.
- Kubrushko, P. F., & Nazarova, L. I. (2013, September). Professional development of technical university lecturers in field of innovation teaching. In *2013 International Conference on Interactive Collaborative Learning (ICL)*, 467-469. IEEE.
- Lee, M. C. C., Idris, M. A., & Tuckey, M. (2019). Supervisory coaching and performance feedback as mediators of the relationships between leadership styles, work



- engagement, and turnover intention. *Human Resource Development International*, 22(3), 257-282.
- Li, H., Sajjad, N., Wang, Q., Muhammad Ali, A., Khaqan, Z., & Amina, S. (2019). Influence of transformational leadership on employees' innovative work behavior in sustainable organizations: Test of mediation and moderation processes. *Sustainability*, 11(6), 1594.
- Maxwell, N., & Gallagher, S. (2020). Drivers for change in higher education. *New Directions for Community Colleges*, 2020(189), 9-22.
- Mugizi, W., Tumuhaise, G., Samanya, B., & Dafiewhare, A. O. (2019). Leadership styles and retention of teachers in private primary schools in Bushenyi-Ishaka Municipality, Uganda. *Open Journal of Leadership*, 8(04), 167.
- Nigeria University Ranking, Webometrics.com, 2021.
- Tien, L.C., Chao, H.S., Effects of information culture and job satisfaction on the organizational innovation-a study of different leadership styles as a moderatoritle. *Adv. Management. Appl. Econ.* 2(3), 2018. 83
- Waswa, F., & Katana, G., Academic Staff Perspectives on Operating Beyond Industrial Actions for Sustainable Quality Assurance in Public Universities in Kenya. *International Journal of Environment*, 4(1), 2018. 45-58.
- Watson, N. T., Rogers, K. S., Watson, K. L., & Liau-Hing Yep, C. (2019). Integrating social justice-based conflict resolution into higher education settings: Faculty, staff, and student professional development through mediation training. *Conflict Resolution Quarterly*, 36(3), 251-262.
- Watts, M., & Corrie, S. (2022). Growing the 'I' and the 'We' in transformational leadership: The LEAD, LEARN & GROW Model. *Coaching Practiced*, 139-157.
- Xhomara, N. (2018). Influence of school leadership style on effective teaching and teacher-student interaction. *Pedagogika*, 132(4), 42-62.
- Zhou, F., & Wu, Y. J. (2018). How humble leadership fosters employee innovation behavior: A two-way perspective on the leader-employee interaction. *Leadership & Organization Development Journal*.

## ICT Skills and Use of Electronic Health Records by Health Professionals in Private Hospitals Ibadan, Oyo State, Nigeria

**Helen Folashade ADEOYE**

adeoye.helen@yahoo.com; 08078043334

### **Abstract**

*Healthcare Information Technology (HIT) is changing how the healthcare industry operates and has already began to reduce waste and help improve health outcomes. A major component of HIT is the Electronic Health Record (EHR). The aim of study was to investigate ICT skills and use of electronic records by health professionals in private hospitals Ibadan, Oyo state Nigeria. The descriptive survey research design was used for this study. The population of this study comprised of 120 health professionals. The sample size of this study was 120. The sampling technique was total enumeration due to the manageable size of the population. A structured questionnaire was employed as the instrument to collect data. Face and content validity of the questionnaire were determined. 120 copies of the questionnaire were administered to the medical staff. Findings revealed that the usage of electronic health records by healthcare professionals in private hospitals in Ibadan, Oyo State, Nigeria, Nigeria is positively and significantly correlated with ICT capabilities. ( $R = 0.522, p < 0.05$ ). It was concluded that the development of a conducive working environment and the rising degree of ICT proficiency among health professionals are promising signs for the future. Even while progress is being made, it must be noted that private hospitals are much behind in their use of electronic health records compared to several other African nations. Recommendations were made that healthcare professionals require ongoing capacity-building programs in order to further develop their skills in those areas where they are lacking among others.*

**Keywords:** ICT Skills, Electronic Health Records, Health Professionals, Private Hospitals

### **Introduction**

Healthcare Information Technology (HIT) is changing how the healthcare industry operates and has already began to reduce waste and help improve health outcomes. A major component of HIT is the Electronic Health Record (EHR). Electronic health records are digital forms of patient records that include patient information such as personal contact information, patient's medical history, allergies, test results, and treatment plan (Krumholz, 2014). Some benefits of EHRs include improving efficiency, increasing positive patient outcomes, and population health. Electronic health record (EHR) data from

millions of patients are routinely collected across diverse healthcare institutions. They consist of heterogeneous data elements, including patient demographic information, diagnoses, laboratory test results, medication prescriptions, clinical notes, and medical images (Jameson & Longo, 2015). However, it is challenging to create accurate analytic models from EHR data, because of data quality, data and label availability, and heterogeneity of data types. Traditional health analytics modeling often depends on labor intensive efforts, such as expert-defined phenotyping and ad-hoc feature engineering. The resulting models often have limited generalizability across datasets or institutions.

The use of electronic health records in monitoring and care actions can be advantageous for the population it serves. Many of these studies have shown significant positive interactions between public health and electronic health records (Goldstein, Navar, Pencina & Ioannidis, 2017). Previous research has looked at how EHRs are used to track a range of demographics, and other research has looked at how EHRs are used in different countries to track patients' healthcare (Press, 2016). Benefits included better management of chronic illnesses, better surveillance of infectious diseases, and the identification of populations at higher risk. According to current changes in healthcare policy, the primary goal of health practices should be preventative care in order to improve the population's overall health. The adoption of EHRs made it simpler for doctors to offer low-income patients the essential preventative care (Lohr, 2016). Several organizations have joined the National Health Insurance Scheme (Drew, 2019). Have electronic health records integrated to provide better synchronized and patient-centered care. The death rate associated with surgical intensive care units and bloodstream infections related to central lines are significantly reduced when an EHR is used in the ICU. EHRs' ability to provide secure patient data access has a positive effect on both productivity and care quality (Chopra & McMahon, 2020).

Regular use of the EHR has been found to reduce data fragmentation and enhance provider continuity of care, given that the physicians take part in the archiving, processing, and retrieval of patient data. The management of chronic diseases like diabetes has utilized EHR systems. EHRs in the emergency department (ED) are found to be cost-effective, promote patient wellbeing, and enhance medical decision-making when used with a decision tree (Kaukonen, Bailey, Pilcher, Cooper, & Bellomo, 2018). Findings from a different cost-benefit analysis of using data from electronic health records were encouraging. Since individual clinicians often manage EHRs, all personal information is kept in databases that are kept by the providers who created the papers. Some hospitals have electronic record storage facilities, but these hospitals are also rapidly spreading

around the country due to a lack of security mechanisms and policy enforcement. This raises a number of security, privacy, and control challenges that emerging smart cities must address. The frequency of use of electronic health records and the purpose of use of electronic health records, both of which were modified are the indices to measure electronic health records in this study (Ozturk, Ozdenk & Yilmaz, 2020). The rate at which medical staff in private hospitals in Ibadan, Oyo State use electronic health records on a daily, weekly, or monthly basis depends on the situation, whereas the purpose of using electronic health records is the thorough and accurate use of electronic health to treat patients as effectively as possible.

Despite the widespread use of electronic health records (EHRs), American health care is still of low quality. Even while prescribed care is frequently not given and even those health outcomes that are most responsive to healthcare are poor, the costs of healthcare in the United States are far greater than those in any other industrialized countries. It is evident that the health care system is now reaping only a small percentage of the potential value of EHRs (Frome, 2013), even while health care professionals find advantages to using EHRs and few would opt to go back to paper records. When compared to current practices in a pre-launch setting, such as an African nation, the European Electronic Health Records for Clinical Research has created an innovative platform that can transform conventional research processes. This platform has reduced actual person-time, operational costs, or average cycle times for Phase II-III clinical trials.

Health practitioners must constantly develop their information and communication technology skills in order to keep patients' records online. Information and communication technology (ICT) is increasing efficiency in all areas of human effort. By creating new skills, individuals, groups, and governments from all around the world are taking advantage of this opportunity to transform the way many sectors function. Information and communication technology (ICT) has been noted as having a substantial impact on the efficient delivery of services in the public sector, particularly the health sector. Office design has changed thanks to ICT, and this has affected how health environments look. This is particularly clear in the domain of office administration and management. The way that data are saved, retrieved, shared, and transmitted for archiving and medical purposes has improved because to developments in information and communication technology. Electronic technologies have made it possible to perform many tasks that were previously carried out manually in offices. As a result, processing, storing, and retrieving health records is now done more quickly, more thoroughly, accurately, and with greater reliability thanks to new digital machinery and electronic equipment.

The majority of duties performed by health professionals are increasingly done using information and communication technology (ICT), which promotes productivity and effectiveness at work. The globe has become a global village as a result of the new concepts brought forth by information and communication technology (ICT). The term "information and communication technology" (ICT) refers to the integration of computing, telecommunication, and video systems for the purposes of gathering, processing, storing, and transmitting spoken, pictorial, textual, and numerical information. Through the learning of ICT skills and techniques like internet technology, Microsoft Word, effective computer use, and so on, these fundamental ICT goals are made achievable. The ability to process and store patient health records is provided by computing techniques. Information and Communication Technology (ICT) describes the application of knowledge in fusing information and communication processes and devices to gather, analyze, store, recall, and send precise records. Information and communication technology (ICT) is a set of tools utilized in this study to process, store, and retrieve data electronically.

ICT usage calls for a unique set of abilities that are necessary for any task. The ability to process, store, and distribute information effectively and efficiently in private hospitals in Ibadan and Oyo, Nigeria, is facilitated by having the necessary ICT skills. After being exposed to the concepts and techniques that are fundamental to a field of study, skill is the capability to put newly acquired competences, attitudes, and behavior into practice. Skill is the ability to employ human knowledge successfully in carrying out a specific activity (He, Chan & Wang, 2018). In the context of this task, the ability to competently and professionally do a given piece of work at a certain time with few errors is referred to as skill acquisition. ICT knowledge and proficiency are now essential for working as a health professional. Word processing, database administration, and office communication abilities are thus the measures used in this study to quantify ICT skills. In order to access, process, store, and retrieve patient health records or resources in a specific area, in the appropriate format, at the appropriate time, and without delay, a computer must be available. In order to manage hospital records, health professionals use internet technology, which includes TCP/IP, IP, or other architecture as well as computer terminals, terminal servers, routers, multicasting technology, and other data processing or transmission speeds.

Microsoft Word has numerous features, including the ability to spell check and merge letters, among others. Health professionals use these tools to produce papers like letters, brochures, laboratory test results, health assessments, previous patients' medical records, and more. Health workers in private institutions are electronically processing patient



records. Ibadan, state of Oyo Nigeria has been challenging because of factors such as the lack of ICT facilities in some hospitals, while other hospitals have not replaced outdated ICT facilities that have been in use for more than two decades (the available ICT facilities are damaged), and most of them have been abandoned. Another factor that has prevented health professions from using ICT facilities is that the majority of them are not versatile in the use of ICT facilities because they lack the necessary skill.

It is challenging for most of these healthcare practitioners to acquire patients' prior medical records since they lack the necessary computer skills and ICT proficiency. ICT skills, the workplace, and the use of electronic health records have all been the subject of several studies.

However, empirical studies that combined the two independent variables within the context of the use of electronic health records seem scarce. The few studies done focused on other contexts; for example, studies not based on hospital records but on other organisations (Chiou, Chan, Lettice & Chung, 2011).; hence reinforcing the narrative that there is need for a study that would substantiate the interaction between ICT skills and work environment on use of electronic health records by health professionals. This study therefore, investigated the influence of ICT skills on the use of electronic health records by health professionals in private hospitals Ibadan, Oyo state Nigeria.

### **Objectives of the Study**

The aim of study was to investigate ICT skills and use of electronic records by health professionals in private hospitals Ibadan, Oyo state Nigeria.

- i. Ascertain the level of use of electronic health records by health professionals in private hospitals Ibadan, Oyo state
- ii. Investigate the perceived competency level in the use of ICT skills by health professionals in private hospitals Ibadan, Oyo state
- iii. Investigate the influence of ICT skills on the use of electronic health records by health professionals in private hospitals Ibadan, Oyo state

### **Research Questions**

The study's research questions are as follows:

- i. What percentage of private hospitals in Ibadan, Oyo State, Nigeria's private hospitals use electronic health records?
- ii. What is the perceived competency level of health workers using ICT skills at private hospitals in Ibadan, Nigeria's Oyo state?

### **Hypothesis**



H<sub>01</sub>: There is no significant effect of ICT skills on how health professionals use electronic health records in private institutions. Ibadan, Oyo State, Nigeria's

## **Literature Review**

### **Use Electronic Record**

By digitizing health data, digital medicine aims to improve care by making it simpler to use computer information systems. In reality, the volume and sophistication of regularly collected patient healthcare data are approaching the genomic (Cramer, Maher, Van Dam, & Prior, 2020). The majority of this data, regrettably, has not yet been included in the kinds of statistical models with predictive powers that physicians might use to improve patient treatment. If effective, it is widely considered that the implementation of such efforts might dramatically increase patient safety and quality while also reducing healthcare expenditures. Despite the volume and promise of the data available, scaling the development of predictive models is difficult since, for traditional predictive modeling techniques, each result that needs to be anticipated involves the production of a tailored dataset with specific variables (Miah, Gammack, & Hasan, 2019). The time spent on an analytical model is frequently thought to be preprocessed, merged, modified, and cleaned datasets rather than actually reviewing the data for insights. This greatly limits the predictive models' ability to scale (Ho, Guo & Vogel, 2011). Another challenge is that the electronic health record (EHR) may contain hundreds of potential predictor variables, especially when free-text notes from doctors, nurses, and other clinicians are taken into account. This complexity has been streamlined by conventional modeling methods by just accounting for a small number of generally accessible variables (McGhin, Choo, Liu & He, 2019). This is a problem since the models that develop could produce inaccurate predictions: False-positive predictions were identified by The Joint Commission as a national patient safety issue (Esposito, Santis, Tortora, Chang & Choo, 2018). False-positive predictions have the potential to overwhelm medical professionals, such as nurses and doctors, with unnecessary notifications and alert fatigue. False-negative predictions may fail to detect a significant part of clinically significant events, which could have poor clinical effects. Although doing so is challenging for most predictive modeling methodologies, integrating the whole EHR, including the free-text notes of doctors, offers some hope for overcoming these limitations. Hospitals and clinics preserve patient records in the form of document-based patient profiles. This traditional method has a lot of problems; despite being well known for a long time. Patients were at a substantial risk of medical errors because doctors were unable to match patients' current health states with their medical histories, particularly when it came to diagnosis, repercussions, and risk assessment for surgeries (Glisson & Choo, 2017). Hospitals and clinics may be able to find a solution for

their profiling system by using the Electronic Health Record system (EHRs), a type of telemedicine, medical informatics, such as Electronic Health IT, and healthcare information technology (Guo, Shi, Zhao & Zheng, 2018). EHRs are now widely used in hospitals and clinics all around the world. The widespread use of the EHR system by healthcare professionals has not yet happened as a result of the challenges experienced during the adoption and utilization of EHRs. Data can be recorded and stored history in EHR systems (Begoyan, 2016).

Doctors will receive help from the systems when entering patient information and medicine information. The majority of vendor products share features such as results reporting, order entry, multiple note creation, software interfaces, prescription writing, flowcharting, remote access, ordering referrals, patient registration, scanning, automated chart documentation, automated charge entry, inpatient reports, and patient follow-up (Liang, Zhao, Shetty, Liu, & Li, 2017). EHR systems also provide features like digital dictation support that are advantageous to physicians and other healthcare workers. Findings reporting helps with reviewing and assessing outcomes when prescription medications, while patient care charting and electronic document management systems help with documenting patient evaluations. Decision-making is aided by data mining, and data exchange between companies is made easier by progress notes (Dubovitskaya, Xu, Ryu, Schumacher & Wang, 2017).

### **ICT Skills**

Fast changes have been happening for decades in every aspect of contemporary life, including the workplace. This is the result of technological growth. Today's organizational sectors (both business and educational sectors) all require facts and exact information in order to make judgments swiftly. Office staff, including office managers, look forward to specific support from their employer. It is possible to offer both technological (machines and equipment) and human help. When medical professionals would dictate memos and letters in the past, office administrators would take shorthand notes, and they would then type the transcriptions by hand or on typewriters. Colleges have most recently built word processing facilities that connect to computers and even email in an effort to reduce the need for office management assistance and boost employee productivity (Ayoade, 2017).

Technology breakthroughs have altered every aspect of human activity. The aforementioned assertion is supported by a scholar who also notes that accurate knowledge and skill advancement, both of which are required to sustain a competitive advantage, are accelerating these developments. Technology advances have led to the out-

modeling of traditional office tasks. A change in business orientation is replacing more outmoded methods of conducting business as a result of the arrival of modern office technology, such as computers, word processors, and other information resources, combined with new management strategies. Computer office skills are the driving force behind these advances (Egoeze, Misra, Maskeliunas & Dama sevicius, 2018). ICT skills, also referred to as information and communication technology skills or ICT, are technical aptitudes that make it possible to do tasks requiring the creation, storage, manipulation, and sharing of information as well as related management and application approaches.

Among the many tools used in workplaces are computers, telephones, televisions, radios, computer networks, and the internet, which offers services like video conferencing, desktop publishing, and e-mail among others. Such systems can improve end users' collaboration and productivity as well as that of work groups by substantially reducing the time and effort needed to produce, distribute, and share information. The office information systems are the brains of today's healthcare facilities (Igbeloyi & Agbaje, 2017). Equipment that facilitates information management processes includes voicemail, e-mail, bulletin board systems, Microsoft Word, PowerPoint, desktop publishing, and facsimile. These tools enable health workers to send messages in text, video, or audio form fast.

ICT skills are now required due to recent and anticipated changes in society and industry. These technologies surely contribute significantly to the development of our nation (Ezenyilimba, Ezejiofor & Afodigbueokwu, 2019). As more and more positive ICT benefits emerge in the workplace, ICT adoption by health professionals has become crucial. Due to its huge impact on the economic, scientific, intellectual, social, political, cultural, and other areas of life, ICT proficiency is referred to by the United Nations Development Program as a formidable development facilitator (Mustapha, 2018). It is now relatively easy to process, generate, market, and consume knowledge, skills, goods, and services without being bound by physical distance because to ICT, which has made the world into a global village (Ojo & Obimuyiwa, 2019). Of course, no contemporary healthcare professional would choose to operate in an environment where manual data entry and other secretarial duties are still common. ICT-based offices are gradually replacing manual ones as a result. Investments in networks of computer-based workstations and other automated equipment are transforming traditional manual office practices and paper information media. Automated systems that rely on text and image processing, electronic collaboration and information networks, as well as other information and communication technologies have been developed as a result of this transition (Omotabora & Basu, 2018).

## **Methodology**

The descriptive survey research design was used for this study. The population of this study comprised of 120 health professionals of some selected private hospitals in Ibadan, Oyo State, Nigeria. The sample size of this study was 120. The sampling technique was total enumeration due to the manageable size of the population. A structured questionnaire was employed as the instrument to collect data from the respondents. The face and content validity of the questionnaire were determined by the thesis advisor and two other experts in order to establish the validity of the instrument that was used for the study. 120 copies of the questionnaire were administered to the medical staff in the hospitals that were chosen for the study. The Statistical Package for Social Sciences (SPSS) version 21 was used to analyze the data that is being gathered for this study. The significance level was tested at 0.05.

## Data Analysis and Discussion

**Table 1: Demographic Representation of the Respondents**

|                      |                                  | Frequency  | Percentage   |
|----------------------|----------------------------------|------------|--------------|
| <b>Hospital</b>      | Vine Branch Medical Centre,      | 34         | 31.5         |
|                      | Lad Medical Centre,              | 30         | 27.8         |
|                      | Toun Memorial Hospital,          | 25         | 23.1         |
|                      | Bamby Specialist Hospital, Akobo | 19         | 17.6         |
|                      | <b>Total</b>                     | <b>108</b> | <b>100.0</b> |
| <b>Gender</b>        | Male                             | 26         | 24.1         |
|                      | Female                           | 82         | 75.9         |
|                      | <b>Total</b>                     | <b>108</b> | <b>100.0</b> |
| <b>Age</b>           | 25-35 years                      | 80         | 75.5         |
|                      | 36-50 years                      | 20         | 18.9         |
|                      | 51+ years                        | 6          | 5.7          |
|                      | <b>Total</b>                     | <b>106</b> | <b>100.0</b> |
| <b>Qualification</b> | HND                              | 32         | 29.3         |
|                      | B.Sc                             | 24         | 22.0         |
|                      | M.Sc                             | 3          | 2.8          |

|                   |              |            |              |
|-------------------|--------------|------------|--------------|
|                   | RN,RM        | 14         | 12.8         |
|                   | MBBS         | 9          | 8.3          |
|                   | OTHERS       | 27         | 24.8         |
|                   | <b>Total</b> | <b>109</b> | <b>100.0</b> |
| <b>Experience</b> | 1-10 YEARS   | 92         | 84.4         |
|                   | 11-20 YEARS  | 12         | 11.0         |
|                   | 21+ YEARS    | 5          | 4.6          |
|                   | <b>Total</b> | <b>109</b> | <b>100.0</b> |

---

**Source: Field Work 2022**

The demographic breakdown of the respondents is displayed in table 1, according to their place of employment, 34 (31.5%) of the respondents said they were employed by Vine Branch Medical Centre, followed by 30 (27.8%) by Lad Medical Centre, 25 (23.1%) by Toun Memorial Hospital, and 19 (17.6%) by Bamby Specialist Hospital. This demonstrates that Vine Branch Hospital responders make up the bulk of the sample. Regarding gender distribution, 26 respondents (24.1%) were men, while 82 (74.9%) were women. This resulted in a definite majority of female respondents. The age distribution of the respondents reveals that 80 (75.5%) of them are between the ages of 25 and 35; 20 (18.9%) are between the ages of 36 and 50; and 6 (5.7%) of them said that they are either 51 or older. This often reveals a younger generation of responses. The response, however, suggests that the bulk of them also have education and experience. According to information on the respondents' academic backgrounds, 32 of them (or 29.3%) have HIND in a variety of subjects. Similarly, 24 (22.0%) of them reported having a B.Sc., while 3 (2.8%) said they had a master's degree in a different field. There are 9 (8.3%) respondents with an MBBS degree and 14 (12.8%) respondents with a medical degree who are registered nurses or midwives. Additionally, 27 (24.8%) of the respondents possess additional certifications. 92 (84.4%) of the respondents have between one and ten years of work experience, 12 (11%) have between eleven and twenty years, and 5 (4.6%) have more than twenty-one years.

**Research Questions****Table 2a: Frequency of electronic health records use healthcare professionals in Private hospitals Ibadan, Oyo State, Nigeria**

|                                                             | Always        | Often         | Rarely      | Never | Mean |
|-------------------------------------------------------------|---------------|---------------|-------------|-------|------|
| How frequently do you make use of electronic health records | 83<br>(76.9%) | 23<br>(21.3%) | 2<br>(1.8%) | --    | 3.74 |

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

**Source: Field Work 2022    Decision Rule**

The frequency and purpose of use are used to gauge how often electronic health records are used by healthcare providers. The respondents' use of electronic health records is depicted in Table 2a. The research reveals that 83 (76.9%) of the respondents always utilize electronic health records, 23 (21.3%) do so frequently, and only 2 (1.8%) said they do so infrequently. With a mean score of 3.74, the respondents' overall use of electronic health records falls into the extremely high range specified by the decision rule. However, in this information era, it is important to pay attention to the small number of respondents who stated that they rarely used the health record.

**Table 2b: Purpose of use of electronic health records by health professionals in Private hospitals Ibadan, Oyo State, Nigeria?**

| I use EHRs for:                             | SA            | A             | D           | SD          | Mean |
|---------------------------------------------|---------------|---------------|-------------|-------------|------|
| processing Patient's records                | 86<br>(79.6%) | 21<br>(19.4%) | --          | 1<br>(0.9%) | 3.78 |
| Preserve patients' medical records          | 81<br>(75.0%) | 23<br>(21.3%) | 4<br>(3.7%) | --          | 3.71 |
| to store patient's records in my department | 77<br>(71.3%) | 30<br>(27.8%) | 1<br>(0.9%) | --          | 3.70 |
| To ensure continuity of care                | 77<br>(71.3%) | 29<br>(26.9%) | 1<br>(0.9%) | 1<br>(0.9%) | 3.69 |



|                               |         |         |        |        |      |
|-------------------------------|---------|---------|--------|--------|------|
| Average mean                  |         |         |        |        | 3.67 |
| Share health information with | 75      | 29      | 1      | 1      | 3.66 |
| authorized personnel          | (70.1%) | (27.1%) | (0.9%) | (0.9%) |      |
| disease surveillance          | 69      | 25      | 4      | --     | 3.66 |
|                               | (70.4%) | (25.5%) | (4.1%) |        |      |
| health management reviews     | 67      | 40      | 1      | --     | 3.60 |
|                               | (61.5%) | (37.0%) | (0.9%) |        |      |
| patient outcomes evaluation   | 64      | 38      | 2      | 3      | 3.52 |
|                               | (58.7%) | (35.5%) | (1.9%) | (2.8%) |      |

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

Note: SA-Strongly agree, A-Agree, D-Disagree, SD-Strongly disagree

**Source: Field Work 2022**

Table 2b's findings show that 79.6% of respondents strongly agree that they process patient records using electronic health records, 19.4% agree, and 0.9% strongly disagree. The statement concerning processing patient records using electronic health records got a mean score of 3.78 on average. As for using electronic health records to provide continuity of care, the results showed that 71.3% of respondents highly agree, 26.9% agree, 0.9% disagree, and 0.9% strongly disagree. The comments indicating, they employ electronic health records to maintain patient health records had a mean score of 3.69 on average. In addition, 25.5% of respondents and 4.1% of respondents agreed and strongly agreed that they use electronic health records for disease surveillance. A mean score of 3.66 is assigned to the claim that respondents utilize electronic health records to monitor disease. Additionally, according to the results, the respondents use electronic health records to keep patient records. Of those who responded, 71.3% strongly agreed with this statement, 27.8% agreed, and 0.9% disagreed. A mean score of 3.7 is assigned to the assertion that the respondent used electronic health records to store patient records. The findings also revealed that the respondents use electronic health records to keep track of patients' medical history. 75% of respondents strongly agreed, and 21.3% agreed, demonstrating this. 3.7% of respondents, who were in the minority, disagreed, nonetheless.

The evaluation of patient outcomes is another reason to use electronic health records. 35.5% of respondents agreed with this statement, while 58.7% of respondents strongly agreed. 1.9% of respondents disagreed, and 2.8% strongly disagreed, with this statement. The statement has a mean score of 3.52, on average. Additionally, the results showed that 27.1% of respondents agreed and that 0.9% opposed and strongly disagreed with the idea of using electronic health records to communicate health information with authorized employees. The assertion that respondents share health information with authorized employees by using electronic health records has a mean score of 3.66 on average. Moreover, 61.5% of respondents highly agreed that they use electronic health records to perform health management reviews, compared to 37% who strongly agreed and 0.9% who strongly disagreed. The statement's mean score is 3.60 on average. The statement's overall average score is 3.66, which is regarded as being extremely high under the decision rule. In order to share health information with authorized staff, electronic health records are used; 27.1% of respondents agreed with this, whereas 0.9% opposed and severely disagreed, respectively.

**Table 3: Perceived Competency level in use of ICT Skills by Health Professionals in Private Hospitals Ibadan, Oyo State, Nigeria**

| Statements                                                    | SA            | A              | D             | SD            | Mean |
|---------------------------------------------------------------|---------------|----------------|---------------|---------------|------|
| I have the skill to document, copy and paste within a record  | 81<br>(75.0%) | 24<br>(22.2%)  | (2<br>1.9%)   | 1<br>(0.9%)   | 3.71 |
| I can copy or move a file or folder                           | 80<br>(74.1%) | 16<br>(14.8%)  | 11<br>(10.2%) | 1<br>(0.9%)   | 3.62 |
| I can organize computer files in folders and subfolders       | 75<br>(70.1%) | 21<br>(19.6 %) | 11<br>(10.3%) | --            | 3.60 |
| I can use a spreadsheet in key data to plot graphs            | 43<br>(39.8%) | 33<br>(30.6%)  | 22<br>(20.4%) | 10<br>(9.3%)  | 3.01 |
| I can create presentation with simple animation functions     | 54<br>(49.5%) | 30<br>(27.5%)  | 13<br>(11.9%) | 12<br>(10.1%) | 3.22 |
| I can use internet to browse, download and upload information | 88<br>(80.7%) | 16<br>(14.7%)  | 5<br>(4.6%)   | --            | 3.81 |

|                                                                                                   |               |               |               |             |             |
|---------------------------------------------------------------------------------------------------|---------------|---------------|---------------|-------------|-------------|
| I can access patient's record from the Internet                                                   | 78<br>(71.6%) | 21<br>(19.3%) | 4<br>(3.7%)   | 5<br>(4.6%) | 3.59        |
| I can distribute patient's records online such as notices of managements, minutes of meetings etc | 54<br>(49.5%) | 36<br>(33.0%) | 12<br>(11.0%) | 7<br>(6.4%) | 3.28        |
| <b>Average mean</b>                                                                               |               |               |               |             | <b>3.48</b> |

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

Note: SA-Strongly agree, A-Agree, D-Disagree, SD-Strongly disagree

Table 3 findings show that 75% of respondents highly agree that they have the ability to document, copy, and paste within a record. The remaining respondents (22%) agree with this statement, while 1.9% disagree and 0.9% strongly disagree. The respondents' mean response to the question about whether they can copy and paste information into a record was 3.71. Additionally, the results showed that 14.8% of respondents agreed, 74.1% of respondents strongly agreed, 10.2% opposed, and 0.9% of respondents very disagreed that they could copy or transfer a file or folder. The responses that they can document, copy, and paste into a record have a mean score of 3.62 on average. Additionally, 19.6% of respondents and 10.3% of respondents strongly agreed that it is possible to organize computer files into folders and subfolders, with 70.1% of respondents highly agreeing. The average response rate for the claim that respondents use electronic health records for disease surveillance is 3.60. The replies also showed that the respondents could utilize a spreadsheet to generate graphs with important data; 39.8% strongly agreed, 30.6% agreed, while 22.4% and 9.3% disagreed. The statement that the responder can utilize a spreadsheet to draw graphs using relevant data has a mean score of 3.01 on average. The results also revealed that the majority of respondents were able to build presentations using basic animation features. The 49.5% who strongly agreed and the 27.5% who concurred demonstrate this. However, 10.1% strongly disagreed, and 11.9% of the respondents disagreed. The item's mean score is 3.22 on average.

The majority of respondents, as shown in Table 3, can browse, download, and upload material online. 80.7% of respondents strongly agreed with this statement, while 14.7% agreed. 4.6% of people had a different opinion. The statement has a mean score of 3.81 on

average. Results showed that 19.3% of respondents agreed, 3.7% disagreed, and 4.6% strongly disagreed with the statement that they can view a patient's record online. However, 71.6% of respondents very agreed with this statement. The assertion that the respondent can see the patient's record online has a mean score of 3.59 on average. The average mean score across all the statements under "ICT competency" is 3.48, indicating that the respondents have excellent levels of ICT proficiency.

### Test of Hypothesis

**H<sub>01</sub>:** There is no significant influence of ICT skills on the use of electronic health records by health professionals in Private hospitals Ibadan, Oyo State, Nigeria

**Table 4 a -c: Influence of ICT skills on the use of electronic health records by health professionals in Private hospitals Ibadan, Oyo State, Nigeria**

#### Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .522 <sup>a</sup> | .273     | .265              | 3.65167                    |

a. Predictors: (Constant), ICT Skills

#### ANOVA<sup>a</sup>

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 450.312        | 1  | 450.312     | 33.770 | .000 <sup>b</sup> |
|       | Residual   | 1200.123       | 90 | 13.335      |        |                   |
|       | Total      | 1650.435       | 91 |             |        |                   |

a. Dependent Variable: EHR Use

b. Predictors: (Constant), ICT Skills

**Coefficients<sup>a</sup>**

| Model |            | Unstandardized |            | Standardized | t     | Sig. |
|-------|------------|----------------|------------|--------------|-------|------|
|       |            | Coefficients   |            | Coefficients |       |      |
|       |            | B              | Std. Error | Beta         |       |      |
| 1     | (Constant) | 23.828         | 3.470      |              | 6.867 | .000 |
|       | ICT Skills | .468           | .081       | .522         | 5.811 | .000 |

a. Dependent Variable: EHR Use

The findings of the multiple regression analysis for the impact of ICT skills on the adoption of electronic health records by healthcare workers in private hospitals in Ibadan, Oyo State, Nigeria are presented in Table 4 a-c. According to Table 4a's findings, the usage of electronic health records by healthcare professionals in private hospitals in Ibadan, Oyo State, Nigeria, Nigeria is positively and significantly correlated with ICT capabilities. ( $R = 0.522$ ,  $p < 0.05$ ). The use of electronic health records by healthcare professionals in private hospitals in Ibadan, Oyo State, Nigeria is explained by other variables that were not examined in this study, according to the coefficient of determination (Adj.  $R^2$ ) of 0. 273 which indicates that ICT skills account for 27.3% of the variation in that use.

The results of the ANOVA are shown in Table 4b, indicating the overall model significance of the regression test, which showed that the use of electronic health records by healthcare professionals in private hospitals in Ibadan, Oyo State, Nigeria, is significantly influenced by ICT skills. This can be explained by the F-value (33.770), which is statistically significant at a 95% confidence range, and the low p-value (0.000). As a result, the findings suggested that ICT expertise had a substantial impact on how medical personnel used electronic health records in private hospitals in Ibadan, Oyo State, Nigeria.

Additionally, table 4c's regression coefficient results showed that, with a 95% level of certainty, an increase in ICT skills will result in a 0.468 increase in the use of electronic health records by healthcare professionals in private hospitals in Ibadan, Oyo State, Nigeria, when all other variables are held constant. The null hypothesis one ( $H_{01}$ ), which claims that there will be no significant influence of ICT skills on the usage of electronic health records by health professionals in Private hospitals Ibadan, Oyo State, Nigeria, is rejected by this finding (Adj.  $R^2 = 0.273$ ,  $F(1, 90) = 33.770$ ,  $p = 0.000$ ).

## Discussion of Findings

The study looked at how the usage of electronic health records by healthcare professionals in private hospitals in Ibadan, Oyo State, Nigeria was influenced by ICT skills. The research subject was handled by looking at the respondents' usage patterns and motivations for using electronic health records. The results demonstrated that very frequent use of electronic health records is prevalent among the respondents. Other studies have also noted the extensive use of electronic health records. According to research, there have been long-term initiatives to implement a health electronic records management system in Nigerian hospitals. Studies have shown that many hospitals employ basic computerized records rather than true databases for electronic health records since the software developed for Nigerian hospitals by various organizations is too expensive and hard to use. A further way that electronic health records can benefit public health is by being used for disease surveillance and health management evaluations. The conclusions about the goal are consistent with what academics who have supported the use of electronic health records in hospitals have predicted (Abualoush, Masa'deh, Bataineh & Alrowwad, 2018); Appel-Meulenbroek, Kemperman, Kleijn & Hendriks 2015); Hartog, Weijs-Perrée & Appel-Meulenbroek, 2018). Additionally, using electronic health records for illness detection and reviewing health outcomes helps manage public health effectively (Van der Voordt, Brunia & Appel-Meulenbroek, 2017).

The respondents' level of ICT proficiency is the subject of the second study question. The results demonstrate that the respondents had well developed ICT skills. The respondents listed the following skills in terms of hierarchy: documenting, copying, and pasting within a record; copying or moving a file or folder; organizing computer files in folders and subfolders; using a spreadsheet to plot graphs with key data; creating presentations with simple animation functions; using the internet to browse, download, and upload information; accessing patient records from the Internet; and disseminating patient records online, such as notices of management. All of the skills were given very high ratings, although it is interesting to notice that the internet-related skills received very low ratings. In an era where connectivity is the norm, this has implications for the efficient use of electronic health records.

According to studies, health workers who have had prolonged exposure to computer use are more likely to have acquired a variety of ICT skills. In fact, it was discovered that the majority of Nigerian healthcare professionals understood the value and relevance of using ICT in healthcare delivery and were eager to learn more about using it. When health professionals are well-paid, given access to all necessary resources, and foster a friendly



environment among themselves, a study suggests that the work environment can be favorable (Ismail, 2016). However, according to another scholar, the work environment of health professionals is frequently risky because these individuals are exposed to violence and abuse from patients and their families. In some circumstances, managers can also make life for their employees intolerable (Kemp & Zhao, 2016). Another researcher noted that, particularly during significant outbreaks and emergencies, health practitioners are frequently overworked and underappreciated (Khadhuri & Eid, 2017).

The first hypothesis looked at how health professionals' ICT abilities affected their utilization of electronic health records. The study discovered that the use of electronic health records by health professionals is significantly influenced by their ICT skills. This suggests that healthcare workers are more likely to use electronic health records if they possess advanced ICT abilities. They will also probably use the systems more effectively. A professional with sophisticated ICT abilities will be able to handle the system's most complicated functions and will be able to solve any issues that may come up while using it. Other research have emphasized the connection between ICT proficiency and the utilization of electronic information systems. Researchers in Tanzania discovered that the lack of ICT skills among the country's health workers had a negative impact on the utilization of electronic information systems there (Khan & Markauskaite, 2018). The same issue was noted in Zimbabwe, where academics observed that a lack of ICT expertise among the workforce has made it difficult for the government to integrate technology into the delivery of healthcare services (Lim, 2008). This suggests that when healthcare workers who are intended to use the electronic information system exhibit a lack of the necessary abilities, it could result in the implemented system not being used to its full potential because of incompetence.

## **Conclusion**

It was concluded that, therefore, it is good to see that Ibadan's private hospitals are working to implement electronic health records into their daily routines. Additionally, the development of a conducive working environment and the rising degree of ICT proficiency among health professionals are promising signs for the future. Even while progress is being made, it must be noted that private hospitals are much behind in their use of electronic health records compared to several other African nations. For instance, there is presently no widely used program for managing electronic health records in hospitals. Sharing information across the hospitals is practically impossible as a result. Additionally, it makes it more difficult to transmit information with governmental agencies like the ministry of health.

## Recommendations

Based on the findings and conclusions reached in this study, the following recommendations are considered appropriate;

1. Healthcare professionals require ongoing capacity-building programs in order to further develop their skills in those areas where they are lacking.
2. The administration of private hospitals in Ibadan, Oyo State, Nigeria should see to it that an atmosphere is created that may foster innovation and promote a wider adoption of electronic health records.
3. To stay current on new advancements and be consistently effective while using electronic health records, healthcare workers should be exposed to developing trends in electronic records administration on a regular basis.
4. To encourage innovation and improve the use of electronic health records, the work environment in hospitals needs to be continually assessed.

## References

- Abualoush, S., Masa'deh, R., Bataineh, K. & Alrowwad, A. (2018). The role of knowledge management process and intellectual capital as intermediary variables between knowledge management infrastructure and organization performance. *Interdisciplinary Journal of Information, Knowledge, and Management*, 13, 279-309.
- Appel-Meulenbroek, R., Kemperman, A., Kleijn, M. & Hendriks, E. (2015). To use or not to use: which type of property should you choose? Predicting the use of activity based offices. *Journal of Property Investment & Finance*, 33(4), 320-336.
- Ayoade, O. B. (2017). Impact of information and communication technology (ICT) on the public service delivery in three weal government councils in Oyo township, Oyo state, Nigeria. *Proceeding of 4th government university conference on e-government in Nigeria (CUCEN)*, 15-38.
- Begoyan, A. (2016). An overview of interoperability standards for electronic health records, USA: society for design and process science.
- Chiou, T. Y., Chan, H., Lettice, F. K. & Chung, S. H. (2011). The influence of greening the suppliers and green innovation on environmental performance and competitive advantage in Taiwan. *Transportation Research Part E: Logistics and Transportation Review*. 47(6), 822-836.
- Chopra, V. & McMahon, L. F. (2020). Redesigning hospital alarms for patient safety: alarmed and potentially dangerous. *Journal of the American Medical Association* 311, 1199–1200.

- Cramer, K. A., Maher, L., Van Dam, P. & Prior, S. (2020). Personal electronic healthcare records: What influences consumers to engage with their clinical data online? a literature review. *Health Information Management Journal*
- Drew, B. J. (2019). Insights into the problem of alarm fatigue with physiologic monitor devices: a comprehensive observational study of consecutive intensive care unit patients. *Public Library of Science ONE* 9, e110274.
- Dubovitskaya, A., Xu, Z., Ryu, S., Schumacher, M. & Wang, F. (2017). Secure and trustable electronic medical 1225 records sharing using blockchain, in: ALMA Annual Symposium Proceedings, American Medical Informatics Association, 650.
- Egoeze, F., Misra, S., Maskeliunas, R. & Dama sevicius, R. (2018). Impact of ICT on universities administration services and management of students records: ICT in university administration. *International journal of human capital and information technology professionals*. 9(2), 551-555.
- Esposito, C., Santis, A. D., Tortora, G., Chang, H. & Choo, K. R. (2018). Blockchain: A panacea for healthcare cloud-based data security and privacy? *Institute of Electrical Electronic Engineering Cloud Computing* 5 (1), 31–37.
- Ezenyilimba, E., Ezejiofor, R. A. & Afodigbueokwu, H. E. (2019). Effect of total quality management on organizational performance of deposit money banks in Nigeria. *International Journal of Business & Law Research* 7(3):15-28, July-Sept., ISSN: 2360-8986.
- Frome, A. (2013). DeViSE: a deep visual-semantic embedding model. In *Advances in Neural Information Processing Systems* 26 (eds Burges, C. J. C., Bottou, L., Welling, M., Ghahramani, Z. & Weinberger, K. Q.), 2121–2129, Curran Associates, Inc. Red Hook, New York.
- Glisson, K. & Choo, K. R. (2017). Medical cyber-physical systems development: A forensics-driven approach, in: 2017 IEEE/ACM International Conference on Connected Health: Applications, Systems and Engineering Technologies (CHASE), IEEE, 108–113.
- Goldstein, B. A., Navar, A., Pencina, M. J. & Ioannidis, J. P. (2017) Opportunities and challenges in developing risk prediction models with electronic health records data: a systematic review. *Journal of the American Medical Informatics Association* 24, 198–208.
- Guo, R., Shi, H., Zhao, Q. & Zheng, D. (2018). Secure attribute-based signature scheme with multiple authorities for blockchain in electronic health records systems, IEEE Access 6, 11676–11686.
- Hartog, L., Weijs-Perrée, M. & Appel-Meulenbroek, R. (2018). The influence of personality on user satisfaction: multi-tenant offices. *Building Research & Information*, 46(4), 402-416.

- He, H. K., Chan, K. & Wang, Y. C. (2018). Environmental orientation and corporate performance: The mediation mechanism of green supply chain management and moderating effect of competitive intensity. *Industrial Marketing Management*. 41(4), 621-630.
- Ho, S. Y., Guo, X. & Vogel, D. (2011). Opportunities & challenges in healthcare information systems research: Caring for patients with chronic conditions, Communications of the Association for Information Systems.
- Igbeloyi, A. & Agbaje, G. (2017). An assessment of the applications of treasury single account adoption on public sector accountability and transparency. *European journal of accounts and financial research*. 5(8), 33-49.
- Ismail, H. N. (2016). Training and organizational commitment: Exploring the moderating role of goal orientation in the Lebanese context. *Human Resource Development International*, 19(2), 152 - 177.
- Jameson, J.L. & Longo, D. L. (2015). Precision medicine--personalized, problematic, and promising. *New England Journal of Medicine* 372, 2229–2234.
- Kaukonen, K. M., Bailey, M., Pilcher, D., Cooper, D. J. & Bellomo, R. (2018). Systemic inflammatory response syndrome criteria in defining severe sepsis. *New England Journal of Medicine*. 372, 2018. 1629–1638.
- Kemp, L. J. & Zhao, F. (2016). Influences of cultural orientations on Emirati women's careers. *Personnel Review*.
- Khadhuri, A. & Eid, J. (2017). An examination of the predictors of work engagement of the health care workforce in OMAN and the UAE..
- Khan, M. S. & Markauskaite, L. (2018). Technical and Vocational Teachers' Conceptions of ICT in the Workplace: bridging the gap between teaching and professional practice. *Journal of Educational Computing Research*, 56(7), 1099-1128.
- Krumholz, H. (2014). Big Data & new Knowledge in Medicine: the Thinking, Training, and tools needed for a learning health system. *Health Affairs*. 33, 1163–1170.
- Liang, X., Zhao, J., Shetty, S., Liu, J. & Li, D. (2017). Integrating blockchain for data sharing and collaboration in mobile healthcare applications, in: 2017 IEEE 28th Annual International Symposium on Personal, Indoor, and Mobile Radio Communications (PIMRC), IEEE, 2017, 1–5.
- Lim, S. (2008). Job satisfaction of information technology workers in academic libraries. *Library & Information Science Research*, 30(2), 115 - 121.
- Lohr, S. (2016). For Big-Data Scientists, 'Janitor Work' Is Key Hurdle to Insights. New York Times. [Management Information Systems](https://www.nytimes.com/2016/03/02/technology/for-big-data-scientists-janitor-work-is-key-hurdle-to-insights.html)". umassd.edu. [University of Massachusetts Dartmouth](https://www.umassd.edu/dartmouth/).
- McGhin, T., Choo, K. R., Liu, C. Z. & He, D. (2019). Blockchain in healthcare applications:

- Research challenges and opportunities, *J. Network and Computer Applications* 135, 62–75.
- Miah, S. J., Gammack, J. & Hasan, N. (2019). Methodologies for designing healthcare analytics solutions: A literature analysis, *Health Informatics Journal*,
- Mustapha, S. A. (2018). E-payment-technology effect on bank performance in emerging economic-evidence from Nigeria. *Journal of Open innovation: Technology market and complexity*, 4(43), 1-4.
- Ojo, O. J. & Obimuyiwa, G. A. (2019). Electronic Records keeping system and administrative effectiveness of polytechnics in Ogun state, Nigeria. *Nigerian journal of education* 18(1), 91-120.
- Omotabora, A. & Basu, S. (2018). Regulation for e-payment systems: Analytical approaches beyond private ordering. *Journal of African Law*. 62(2), 2018, 281-313.
- Ozturk, A., Ozdenk, S. & Yilmaz, O. (2020). An investigation into the information and communication technology skills and e-learning attitudes of students at the Faculty of Sports Sciences. *African Educational Research Journal*, 8(1): S1 –S8.
- Press, G. (2016). Cleaning big data: most time-consuming, least enjoyable data science task, survey says. *Forbes*.
- Van der Voordt, T., Brunia, S. & Appel-Meulenbroek, R. (2017). Satisfaction. In P. Jensen, & T. Van der Voordt (Eds.), *Facilities management and corporate real estate management as value drivers: how to manage and measure adding value* (67-82). Oxfordshire: Routledge.
- [What is Management Information Systems?](#). (2015) Mays Business School. Archived from the original on May 9, 2015.



## **The Effect of Information Communication Technology (ICT) Self-Efficacy and Use of Office Application Software on Job Performance of Employees in Public Polytechnics in Lagos State, Nigeria**

<sup>1</sup>Omoseni O. ADEPOJU, PhD & <sup>2</sup>Abigail Oluwakemi SOLANKE

Department of Office and Information Management,  
Lead City University, Ibadan, Oyo State.

<sup>1</sup>adepoju.omoseni@lcu.edu.ng; 08032244425

<sup>2</sup>abigailsolanke2007@gmail.com; 08023343152

### **Abstract**

*The continuous decline in the performance of public employees due to poor usage and availability of technology despite its abundance all around the globe calls for urgent attention of researchers. The aim of the study is to investigate Information Communication Technology (ICT) Self-Efficacy, Use of Office Application Software and employee job performance in Public Polytechnics in Lagos State, Nigeria. The aim of the study is to investigate Information Communication Technology (ICT) Self-Efficacy, Use of Office Application Software and employee job performance in Public Polytechnics in Lagos State, Nigeria. The population of this study consists of four hundred and two (402) Office Managers (secretaries and administrative staff) of the two Public Polytechnics in Lagos State which comprises of YABATECH and LASPOTECH. The data obtained for the research was analyzed using regression model. All hypotheses in the research are evaluated at a level of 0.05 significance. This study revealed that the level of Information Communication Technology (ICT) Self-Efficacy and Use of Office Application Software among Office Managers in Public Polytechnics is far behind what is obtainable even in some fellow African countries which makes work processes in Public Polytechnics almost obsolete. It also complicates the issue of impacting knowledge in students for a better socio-economic sustainability in the country. Based on the findings and conclusions reached in this study, the researchers recommended that there is a need for Public Polytechnics in Lagos State, Nigeria to adopt more robust and purpose-built software for the management of office procedures.*

**Keywords:** Information Communication Technology (ICT), Self-Efficacy, Office Application Software, Performance of Employees

### **Introduction**

The Job performance of Office Managers in higher institution is of utmost importance for the development of human capital, successful operation and maintenance in any competitive environment (Leitman, 2019). Office Managers of Public Polytechnics in Lagos



State are engaged in students' admissions, results processing, supervision of academic and non-teaching staff affairs such as hiring, promotion, tenure and evaluation, (with faculty input where appropriate); managing records and variety of tasks such as maintenance of official records (typically supervised by a Registrar) to achieve set goals of the institutions. When they are performing optimally, information records are effective and students are attracted to associate with them. However, preliminary investigation has revealed that employees in most Public Polytechnics in Lagos State are encountering negative downturn in job performance specifically among Office Managers and therefore not performing at an optimum level required in terms of their creativity with Information Communication Technology (ICT) resource, task quality, and productivity in terms of skills output (Angelovska, 2019). This poor performance is corroborated by their slow work execution, ineffective and inefficient system of doing their job and eventually having errors in result computation, issuance of students' transcripts and late attention to departmental incoming and outgoing correspondences.

These perceived challenges may be traced to poor training, in being Information Communication Technology (ICT)-office compliant, where most Office Managers seem to lack individual capabilities and basic skills for utilizing the information systems for effective job performance (Napierala & Kiefer, 2019). Furthermore, Office Managers find it difficult to utilize and apply Information Communication Technology (ICT) skills in producing official documents needed for official decision making using customized office application software which is an indication of lack of adequate exposure to appropriate information system skills required for the job. If these problems are to be solved, there is need to ascertain the specific information system skills need of Office Managers for improved job performance in the tertiary institutions, especially as it relates to the Office Managers in Public Polytechnics in Lagos State.

Moreover, Information Communication Technology (ICT) Self-Efficacy as well as the Use of Office Application Software in record management processes, has been identified as the potential factor contributing to the challenges experienced in job performance of Office Managers in Public Polytechnics in Lagos State. Though several studies exist on Information Communication Technology (ICT) Self-Efficacy and Use of Office Application Software and how they influence job performance respectively (Osei & Quartey, 2019). However, empirical studies that combined the two variables within the context of Office Managers' performance in Public Polytechnics in Lagos State, there is dearth of research. The few studies done have focused on singular contexts hence reinforcing the narrative that there is need for a study that would substantiate the interaction between Information

Communication Technology (ICT) Self-Efficacy, Use of Office Application Software, and performance of employees specifically Office Managers of Public Polytechnics in Lagos State, Nigeria. It is in view of this that this study investigated the influence of Information Communication Technology (ICT) Self-Efficacy and Use of Office Application Software on job performance of employees in Public Polytechnics in Lagos State, Nigeria.

### **Objectives of the Study**

The aim of the study is to investigate Information Communication Technology (ICT) Self-Efficacy, Use of Office Application Software and employee job performance in Public Polytechnics in Lagos State, Nigeria. The following objectives guided the study:

- i. identify the level of job performance of Office Managers in Public Polytechnics in Lagos State, Nigeria
- ii. determine the level of Information Communication Technology (ICT) Self-Efficacy of Office Managers in Public Polytechnics in Lagos State, Nigeria.
- iii. evaluate the task requirement, ability to use and functionality of office application software available to Office Managers of Public Polytechnics in Lagos State, Nigeria.
- iv. examine the impact of Information Communication Technology (ICT) Self-Efficacy on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria;
- v. determine the impact of Use of Office Application Software on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria;
- vi. ascertain the combined influence of Information Communication Technology (ICT) Self-Efficacy and Use of Office Application Software on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria.

### **Hypotheses**

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

- H<sub>01</sub>:** There is no significant influence of Information Communication Technology (ICT) Self-Efficacy on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria.
- H<sub>02</sub>:** There is no significant influence of use of office application on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria.
- H<sub>03</sub>:** There is no combined significant influence of Information Communication Technology (ICT) Self-Efficacy and Use of Office Application Software on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria.

## Literature Review

### Concept of Job Performance

Performance is kind of outcomes after a job is finished. It represents the levels of achievement of each job and the fulfillment of organizational regulations, expectations, or requirements for an official role. Performance is defined as the attained outcome of actions with the skills of employees who perform in some situation. Moreover, performance is productivity that expresses the quantity, quality and contribution of a job. When productivity is high the overall performance within the organization will be high. Performance as a deed is a public exhibition of skill. That is, performance is an employee's overall work outcomes, including efficacy, efficiency, and effectiveness<sup>3</sup>. Employee's performance is the result of work accomplished by a person in connection with his position in the organization. Employee performance is a mutual result of effort, ability, and perception of tasks. Performance is the outcome of actions with the skills of employees who perform in some situation (Zineldin, 2019).

Job performance as a concept is an evolving process which expresses the net effect of an individual's efforts that begin with capacities and a perception of the role or tasks that indicate the degree to which the tasks of the individual are accomplished. Job performance has been considered critical to the organization's performance. For this reason, a person's ability to speak and communicate information can be an indicator of his or her performance at work because those who have this skill will be positively reflected in the results of their work, and the relationship with their direct manager will be strengthened. Accordingly, performance is one of the most important functional outcomes, and has been defined as the aggregate value of activities in which the employee participates directly and individually, positively or negatively in achieving organizational objectives (Gideon & Tawanda, 2020).

Job performance is generally defined as the degree to which an employee assists the organization in achieving its organizational objectives, and is also called employee performance. Job performance expresses the financial and non-financial outputs of staff directly related to the organization's organizational performance (Muwonge, 2020). Another researcher defines job performance as "the result of three factors: skill, effort, and the nature of working conditions (Sigilai, & Njiru, 2020). Skills include the knowledge, abilities and competencies that an individual brings to the organization. The effort includes the degree of motivation of the employee to accomplish his work, the nature of work conditions. Furthermore, job performance reflects the degree to which the individual functions are fulfilled and reflect how the individual fulfills the job requirements (Bhatnagar, 2021). In addition, job performance can be described as the outcome of an

individual's performance while performing his functions. The performance appraisal process starts at the beginning of the collection of data that can be analyzed and the results obtained is used to judge the behavior or performance of the employee, whether high, medium or low, in accordance with the benchmarking criteria used to assess the performance level, and accordingly the definition of performance relates primarily to the behavior of the individual during the implementation of the tasks required of him, in addition to the level of efficiency (scientific and practical) that he owns and enable him to implement tasks at best (Davis & Morris, 2021).

### **Information Communication Technology (ICT) Self-Efficacy**

According to Decman, Stare, and Klun (2021), self-efficacy is seen as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. The construct of Self-Efficacy represents one core aspect of Bandura's social-cognitive theory. Bandura postulates that these expectations determine whether or not a certain behaviour or performance will be attempted, the amount of effort the individual will contribute to the behaviour, and how long the behaviour will be sustained when obstacles are encountered. Self-Efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes, namely cognitive, motivational, affective and selection processes.

Gibbs (2021) opins that personal well-being and human accomplishment are enhanced by a strong sense of efficacy in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. It can be regarded as an optimistic and self-confident view of one's capability to deal with certain life stressors. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. People, with high Self-Efficacy set themselves challenging goals and maintain strong commitment to them while they also heighten and sustain their efforts in the face of failure. After failures, they quickly recover their sense of efficacy. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable, therefore approaching threatening situations with assurance that they can exercise control over them.

In contrast, when individuals doubt their capabilities, they shy away from difficult tasks which they view as personal threats. They easily fall Information Communication Technology (ICT) to stress and depression. In terms of feeling, a low sense of Self-Efficacy is associated with depression, anxiety and helplessness. Persons with low Self-Efficacy also tend to have low self-esteem, and they harbour pessimistic thoughts about their accomplishments and personal development (Holniker, 2021). Concepts such as self-

concept, self-esteem, outcome expectations and locus of control are often confused with Self-Efficacy. Although these terms are often mistakenly used interchangeably, they represent quite distinct constructs. Self-concept refers to a generalized self-assessment incorporating a variety of self-reactions and beliefs such as feelings of self-worth and general beliefs of competence. In contrast, Self-Efficacy beliefs are context-specific judgments of personal capability to organize and execute a course of action to attain a set goal. Self-Efficacy focuses more specifically on the tasks or activities that an individual feels capable of performing, rather than a more global assessment of how good you are at something as provided in assessments of self-concept (Ijeoma, & Nwugo, 2021).

Lane (2021) believes that self-concept refers to a generalized self-assessment incorporating a variety of self-reactions and beliefs such as feelings of self-worth and general beliefs of competence. In contrast, Self-Efficacy beliefs are context-specific judgements of personal capability to organise and execute a course of action to attain a set goal. Self-Efficacy focuses more specifically on the tasks or activities that an individual feels capable of performing, rather than a more global assessment of "how good you are at something" as provided in assessments of self-concept. Silvani and Radano (2021) show that Self-Efficacy beliefs are usually better predictors of Information Communication Technology (ICT) of behaviour than outcome expectations. Outcome expectations refer to general behaviour in terms of certain situations. These outcome expectations are distinctive and important for understanding behaviour but Self-Efficacy beliefs accounts for a bigger part.

The construct of perceived control comes from earlier research on locus of control, and is concerned with general expectancy, that outcomes are controlled by either one's behaviour or by external events. This dualistic view of control suggests that an internal locus of control promotes self-directed behaviour, whereas external locus of control inhibits one's self-directed abilities. Self-efficacious individuals and those with an internal locus of control will exhibit more self-directed behaviour than will low self-efficacious individuals or those with an external locus of control (Yu, 2021). Self-Efficacy can be viewed from both a specific and a general angle. An example of a specific angle would be task-specific Self-Efficacy, which can be seen as an expectation or judgement about the likelihood that a task will be successfully performed (Abiola, 2022). It is a powerful motivator of behaviour, as efficacy expectations determine the initial decision to perform a task, the effort that gets expended and the level of persistence that emerges in the face of adversity. Self-Efficacy can also be viewed as a general, stable cognition or trait that individuals hold with them that reflects the expectation that they possess the ability to perform a task successfully in a variety of situations.



## **Use of Computer Application Software**

Information systems are objects, technical constructions that are used by people, including offices/institutions to generate, create, organize and disseminate information that are specific to an organization (Adedeji, 2022). information system is an umbrella of interconnected technological components that are used to collect, process, store as well as disseminate information to support decision making in any organization. The author observed that information system propels production in any organization because no organization can exist without information. Studies have explained that information systems technically are set of interrelated components that are used to collect (or retrieve), process, store, and distribute information to support decision making, coordination and control, in any organization (Anyakoha, 2022). Supporting this, in the same vein, another researcher described information systems as a term used to describe hardware and software elements that allow an individual to access, retrieve, store, organize manipulates and present information by electronic means.

The Use of Office Application Software is generally considered to refer to the use of integrated computer and communications systems to support administrative procedures in an office environment. office application software represents structured methods of handling business text processing and communications through an integrated network that may include word processing for generating correspondence, electronic message systems for person to- person communication, teleconferencing services, facsimile transmission, electronic filing systems, on-line calendar systems, and links to corporate files and outside services (Arko, 2022). In the automated office, not only will office work be performed more efficiently, but the concept of office work itself will be altered. The greatest potential of office application software is not expected to be from the improvement of clerical and administrative tasks, but from the ability of managers to gain increased control over their operations.

A broad definition of office application software may include all use of computer technology to support the "knowledge worker"; this definition includes computer-aided graphics and design tools, decision support systems, and any use of personal computers for work-related tasks. In this paper a narrower view of office application software has been taken, concentrating on the administrative component of an organization's functioning. It is concerned with the connection and dissemination of information that prior to office application software was not supported by the organization's formal computer-based information systems (Bird & Zolt, 2022). A critical component of office application software under this focus is their communication functions; it has been



suggested that communications technology is the most significant factor in redesign of organizations through the Use of Office Application Software. The other major components to be considered here are text processing functions and personal applications supporting the administrative responsibilities of office workers.

## **Theoretical Review**

### **John Campbell Theory**

According to Dorasamy (2022), the theory was propounded by John Campbell in 1990 which asserts that performance is a multidimensional construct and that has eight fundamental factors: 1) technical performance; 2) communication; 3) initiative, persistence, and effort; 4) counterproductive work behavior; 5) supervisory, managerial, executive leadership; 6) hierarchical management performance; 7) peer/team member leadership performance; and 8) peer/team member management performance.

The model proposed a general model of individual differences in performance which became very influential in differentiating performance components, determinants of job performance components and Information Communication Technology (ICT) of these determinants. The theory describes the performance components as a function of three determinants (1) declarative knowledge, (2) procedural knowledge and skills, and (3) motivation. Declarative knowledge includes knowledge about facts, principles, goals, and the self. It is assumed to be a function of a person's abilities, personality, interests, education, training, experience, and aptitude-treatment interactions. Procedural knowledge and skills include cognitive and psychomotor skills, physical skill, self-management skill, and interpersonal skill. Information Communication Technology (ICT) of procedural knowledge and skills are again abilities, personality, interests, and education, training, experience, and aptitude-treatment interactions and additionally practice. Motivation comprises choice to perform, level of effort, and persistence of effort (Hussein, Mohamed, Ahlan, & Mahmud, 2022).

This model does not make specific assumption about the Information Communication Technology (ICT) of motivation but assumes that there are interactions between the three types of performance determinants, but does not specify them in detail and largely neglects situational variables as Information Communication Technology (ICT) of performance. Furthermore, this model summarized studies that identified job knowledge and job skills as measured by work sample tests as Information Communication Technology (ICT) of individual performance. Moreover, ability and experience were Information

Communication Technology (ICT) of job knowledge and job skills, but had no direct effect on job performance.

Furthermore, Isaac and Lilian (2022) built on this model and agreed that cognitive ability variables have an effect on task knowledge, task skills, and task habits. However, personality variables are assumed to have an effect on contextual knowledge, contextual skill, contextual habits and, additionally, task habits. Task knowledge, task skills, and task habits in turn are seen as Information Communication Technology (ICT) of task performance; contextual knowledge, contextual skill, and contextual habits are regarded as Information Communication Technology (ICT) of contextual performance. This implies that task performance is predominantly a function of cognitive ability and contextual performance is predominantly a function of personality. However, according to this model cognitive ability has a minor effect on contextual performance mediated by contextual knowledge and personality has a minor effect on task performance mediated by task habits (Imam, & Jacobs, 2022).

### **Task Technology Fit Theory**

The task-technology fit (TTF) theory postulates the relationship between digital technology (hereafter technology) and the tasks it aims to support. TTF is a variance theory describing the interrelationship between three components – technology functionality, task requirements, and individual abilities – at a specific point in time. According to TTF theory, a higher fit between technology, task requirements, and individual abilities will contribute to a better performance, that is, will lead to more efficient task accomplishment. When users acknowledge that technology improves the execution of a task, it leads to higher adoption and use and, in turn, to improved performance. The improved performance arises from an optimal TTF: when technology matches the task characteristics it aims to support and the individual abilities of the users, users may execute their tasks more smoothly (Nawaz, 2022).

The task requirements represent the physical and cognitive actions individuals carry out to turn inputs into outputs in a specific environment. A task may contain different levels of detail and requirements relating to the technology supporting the task. The technology functionality element refers to the tools that individuals use to perform tasks or use to assist them in performing their tasks. Technologies may include computer systems (hardware, software, and data) and support services (training, HR policies, and IT support). The technology functionality relates to the environment where technology is used and what tasks it aims to support. This is the moderating element, as to achieve an improved

performance the individuals need to use the technology to perform the task. Furthermore, the individual abilities represent the different characteristics of an individual that may influence how proficiently they use the technology to perform work tasks. This element relates to a person's internal resources, for example motivation, experience, and training in the use of different technologies (Udo & Kirs, 2022). The TTF component refers to the level to which technology assists users in accomplishing their work tasks. The task requirements, technology functionality, and individual abilities contribute to the level of TTF. The performance impacts represent the task accomplishment of an individual. A higher performance assumes a mixture of improved efficiency and effectiveness, and/or improved overall quality of the output.

The task technology fit theory is relevant to this study because it describes the relationship between task requirements, individual abilities, and the functionality of the computer and its software. Further can be used to link the criterion of personal performance, which can be used in the larger context of considering the impact of information technology on individual performance. it is also used in developing current approach to that can be used or adopted to determine predefined profiles of inherently consistent characteristics, assuming that fit between Office Managers' tasks and performance impact on task performance and therefore on system success (Udo & Kirs, 2022).

## Methodology

This study adopted descriptive survey research. For the purpose of this study, descriptive research enables the researcher to examine the relationship between measures of different variables obtained at the same time. The population of this study consists of four hundred and two (402) Office Managers (secretaries and administrative staff) of the two Public Polytechnics in Lagos State which comprises of YABATECH and LASPOTECH. The population of the study was gotten from the staff Nominal Roll of each institution as shown in Table 1.

**Table 1: Population of the Study**

| <b>Institutions</b>        | <b>Number of Staff</b> |
|----------------------------|------------------------|
| Yaba College of Technology | 265                    |
| Lagos State Polytechnic    | 137                    |
| <b>Total</b>               | <b>402</b>             |

**Source: Author, 2021. Extracted from the Staff Nominal Roll of each Institution**

The sample size of this study was two hundred and one (201) consisting Four hundred and two. Office Managers (Secretarial and Administrative Staff) of the government owned Polytechnics in Lagos State, Nigeria which was stratified to represent the total population from the secretaries and administrative staff of the population. This sample size was derived from Krejcie and Morgan (1970) sample size table. A structured questionnaire was utilized to acquire data from the respondents because it creates easy access for the respondents to assess the structured questions and replies quickly to meet the study's purpose. In guaranteeing the validity of the data, the questionnaire was checked by putting it to the examination of HR of the institutions under investigation who provided their judgments as to whether the hypotheses used to measure the concepts were valid so as to ensure it covers all variables under study. The researcher submitted the questionnaire to a reliability test to assess the internal consistency of all items measuring each variable in the study. The reliability of the instrument was carried out with the use of pilot research utilizing thirty (30) copies of the questionnaire which was be given to the Office Managers of University of Lagos (UNILAG) which is not part of the study. Data received was submitted to Cronbach's alpha reliability test to confirm internal consistency of the items. The Cronbach Alpha report of each variable of this study is as follows: Information Communication Technology (ICT) – 0.75; Use of office application software – 0.85 and employee job performance – 0.89.

### **Method of Data Analysis**

The researcher evaluated the data obtained using descriptive and inferential statistics for the items in all the sections in the questionnaires. The data obtained for the research was analyzed using Statistical Package for Social Sciences (SPSS), version 24. All hypotheses in the research are evaluated at a level of 0.05 significance.

### **Data Analysis**

The total number of questionnaires administered was 201 copies, and one hundred and seventy-six copies were returned. Out of the total copies of questionnaires returned, one hundred and seventy-five (175) copies were certified as dully filled and considered usable. The usable questionnaire accounts for 87% response rate. The response results are presented in Table 1.

**Table 1: Response Rate**

| Response                                          | Frequency  | Percent (%) |
|---------------------------------------------------|------------|-------------|
| Returned and used                                 | 175        | 87.1        |
| Not returned                                      | 25         | 12.4        |
| Returned but not used                             | 1          | 0.5         |
| <b>Total number of distributed questionnaires</b> | <b>201</b> | <b>100</b>  |

Source: Field Survey, 2022

### Test of Hypotheses

This section presents the regression analyses carried out on hypotheses one to three. The study adopted the linear regression analysis approach. The acceptable level of significance for all regression analyses carried out in this study is 0.05.

**H01:** There is no significant influence of Information Communication Technology (ICT) Self-Efficacy on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria.

The above null hypothesis was tested using simple linear regression analysis. The data on job performance were regressed on the data on Information Communication Technology (ICT) Self-Efficacy. The results of the regression analysis are presented in Tables 2 a, b and c below.

**Table 2: Regression analysis for influence of Information Communication Technology (ICT) Self-Efficacy on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria.**

#### a. Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .607 <sup>a</sup> | .368     | .365              | .33997                     |

a. Information Communication Technology  
(ICT): (Constant), Information Communication  
Technology (ICT) Self-Efficacy

**b. ANOVA<sup>b</sup>**

| <b>Mode</b> |            |                |           |               |          |                   |
|-------------|------------|----------------|-----------|---------------|----------|-------------------|
| <b>1</b>    |            | <b>Sum of</b>  | <b>df</b> | <b>Mean</b>   | <b>F</b> | <b>Sig.</b>       |
|             |            | <b>Squares</b> |           | <b>Square</b> |          |                   |
| <b>1</b>    | Regression | 11.663         | 1         | 11.663        | 100.907  | .000 <sup>a</sup> |
|             | Residual   | 19.996         | 173       | .116          |          |                   |
|             | Total      | 31.659         | 174       |               |          |                   |

a. Information Communication Technology

(ICT): (Constant), Information Communication

Technology (ICT) Self-Efficacy

b. Dependent Variable: Job Performance

**c. Coefficients<sup>a</sup>**

|       |                                                          | Unstandardized |            | Standardized |        |      |
|-------|----------------------------------------------------------|----------------|------------|--------------|--------|------|
|       |                                                          | Coefficients   |            | Coefficients |        |      |
| Model |                                                          | B              | Std. Error | Beta         | t      | Sig. |
| 1     | (Constant)                                               | 1.613          | .184       |              | 8.781  | .000 |
|       | Information Communication Technology (ICT) Self-Efficacy | .062           | .006       | .607         | 10.045 | .000 |

a. Dependent Variable: Job Performance

**Source: Field Survey, 2022**



Tables 2a shows that Information Communication Technology (ICT) Self-Efficacy has a high and positive correlation ( $R = 0.607$ ) with job performance of Office Managers of Public Polytechnic in Lagos State, Nigeria. Also, the coefficient of determination ( $\text{Adj. } R^2 = 0.365$ ) indicates that Information Communication Technology (ICT) Self-Efficacy explains 36.5% of the total variance in job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria. The other 63.5% variation in job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria are explained by other factors not considered in this study. Table 2b shows that for the overall significance of the model, Information Communication Technology (ICT) Self-Efficacy has a significant influence on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria ( $F(1, 173) = 100.907, p < 0.05$ ). Table 2c also shows that, if all other factor is constant, a unit change in Information Communication Technology (ICT) Self-Efficacy will lead to 0.062 increase in the job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria at 95% level of confidence ( $B = 0.062, p < 0.05$ ). Therefore, based on the result of the regression analysis, the null hypothesis one, which states that there is no significant influence of Information Communication Technology (ICT) Self-Efficacy on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria is rejected.

**H02:** There is no significant influence of Use of Office Application Software on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria.

The second null hypothesis was also tested using simple linear regression analysis. The data on job performance were regressed on the data on Use of Office Application Software. The results of the regression analysis are presented in Tables 3 a, b and c below.

**Table 3 Regression Analysis for Influence of Use of Office Application Software on job Performance of Office Managers of Public Polytechnics in Lagos State, Nigeria.**

**a. Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .736 <sup>a</sup> | .541     | .539              | .28975                     |

a. Information Communication Technology (ICT):  
(Constant), Use of Office Application Software

**b. ANOVA<sup>b</sup>**

| <b>Mode</b> |            |                |           |               |          |                   |
|-------------|------------|----------------|-----------|---------------|----------|-------------------|
| <b>1</b>    |            | <b>Sum of</b>  | <b>df</b> | <b>Mean</b>   | <b>F</b> | <b>Sig.</b>       |
|             |            | <b>Squares</b> |           | <b>Square</b> |          |                   |
| <b>1</b>    | Regression | 17.134         | 1         | 17.134        | 204.093  | .000 <sup>a</sup> |
|             | Residual   | 14.524         | 173       | .084          |          |                   |
|             | Total      | 31.659         | 174       |               |          |                   |

a. Information Communication Technology (ICT):

(Constant), Use of Office Application Software

b. Dependent Variable: Job

Performance

**c. Coefficients<sup>a</sup>**

|       |                                       | Unstandardiz |            | Standardize |        |      |
|-------|---------------------------------------|--------------|------------|-------------|--------|------|
|       |                                       | ed           |            | d           |        |      |
|       |                                       |              |            | Coefficien  |        |      |
|       |                                       | Coefficients |            | ts          |        |      |
| Model |                                       | B            | Std. Error | Beta        | t      | Sig. |
| 1     | (Constant)                            | 1.259        | .154       |             | 8.164  | .000 |
|       | Use of office<br>application software | .064         | .004       | .736        | 14.286 | .000 |

a. Dependent Variable: Job Performance

**Source: Field Survey, 2022**

According to Table 3a, Use of Office Application Software has a high and positive correlation ( $R=0.736$ ) with job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria. In addition, the coefficient of determination ( $\text{Adj. } R^2 = 0.539$ ) reveals that Information Communication Technology (ICT) Self-Efficacy explains 53.9% of the total variance in job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria. Other factors not included in this study explained the other 46.1% variation in job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria.

Also, Table 3b presents the overall significance of the model which indicates that Use of Office Application Software has a significant influence on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria ( $F(1, 173) = 204.093, p < 0.05$ ). More so, Table 3c shows that, at 95% level of confidence, given all other factor remain constant, a unit change in Use of Office Application Software will lead to 0.064 increase in the job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria ( $B = 0.062, p < 0.05$ ). Hence, considering the result of the regression analysis, the null hypothesis two, which states that there is no significant influence of Use of Office Application Software on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria is also rejected.

**H03:** There is no combined significant influence of Information Communication Technology (ICT) Self-Efficacy and use of office application software on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria.

The third null hypothesis was tested using multiple linear regression analysis. The data on job performance were regressed on the data on Information Communication Technology (ICT) Self-Efficacy and Use of Office Application Software. The results of the regression analysis are presented in Tables 4 a, b and c below.

**Table 4: Regression analysis for influence of Information Communication Technology**

**(ICT) Self-Efficacy and Use of Office Application Software on job performance of  
Office Managers of Public Polytechnics in Lagos State, Nigeria.**

**Model**

**a. Summary**

| <b>Model</b> |                   |                 |                          |                                   |
|--------------|-------------------|-----------------|--------------------------|-----------------------------------|
| <b>1</b>     | <b>R</b>          | <b>R Square</b> | <b>Adjusted R Square</b> | <b>Std. Error of the Estimate</b> |
| <b>1</b>     | .779 <sup>a</sup> | .608            | .603                     | .26878                            |

a. Information Communication Technology (ICT): (Constant), Use of Office Application Software, Information Communication Technology (ICT) Self-Efficacy

**b. ANOVA<sup>b</sup>**

| Mode |           |         |     |        |         |                   |
|------|-----------|---------|-----|--------|---------|-------------------|
| 1    |           | Sum of  | Df  | Mean   | F       | Sig.              |
|      |           | Squares |     | Square |         |                   |
|      | Regressio |         |     |        |         |                   |
| 1    | n         | 19.233  | 2   | 9.617  | 133.120 | .000 <sup>a</sup> |
|      | Residual  | 12.425  | 172 | .072   |         |                   |
|      | Total     | 31.659  | 174 |        |         |                   |

a. Predictors: Information Communication Technology (ICT), (Constant), Use of Office Application Software, Information Communication Technology (ICT) Self-Efficacy

b. Dependent Variable: Job Performance

**c. Coefficients <sup>a</sup>**

|       |                        | Unstandardized |            | Standardized |  |        |      |
|-------|------------------------|----------------|------------|--------------|--|--------|------|
|       |                        | Coefficients   |            | Coefficients |  |        |      |
| Model |                        | B              | Std. Error | Beta         |  | t      | Sig. |
| 1     | (Constant)             | .821           | .165       |              |  | 4.988  | .000 |
|       | Information            |                |            |              |  |        |      |
|       | Communication          |                |            |              |  |        |      |
|       | Technology (ICT) Self- |                |            |              |  |        |      |
|       | Efficacy               | .031           | .006       | .303         |  | 5.390  | .000 |
|       | Use of office          | .050           | .005       | .576         |  | 10.237 | .000 |
|       | application software   |                |            |              |  |        |      |

a. Dependent Variable: Job Performance

**Source: Field Survey, 2022**

The results of the third null hypothesis are presented in Table 4. As shown in Table 4.8a, Information Communication Technology (ICT) Self-Efficacy and Use of Office Application Software have high and positive correlation ( $R = 0.779$ ) with job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria. Also, Information Communication Technology (ICT) Self-Efficacy and Use of Office Application Software explain 60.3% ( $\text{Adj. } R^2 = 0.603$ ) of the total variance in job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria. Factors not investigated in this study explained the other 39.7% variation in job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria. In addition, Table 4b presents the overall significance of the model which indicate that Information Communication Technology (ICT) Self-Efficacy and Use of Office Application Software have significant influence on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria ( $F(2, 172) = 133.120, p < 0.05$ ). Also, Table 4c shows that for the combined influence on the job performance, at 95% level of confidence, if all other factor is constant, a unit change in Information Communication Technology (ICT) Self-Efficacy will lead to 0.031 increase in the job performance of Office

Managers of Public Polytechnics in Lagos State, Nigeria ( $B = 0.031$ ,  $p < 0.05$ ). Likewise, for the combined influence on the job performance, given that all other factors remain constant at 95% level of confidence, a unit change in Use of Office Application Software will lead to 0.05 increase in the job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria ( $B = 0.05$ ,  $p < 0.05$ ). Therefore, on the strength of the results of the regression analysis, we reject the null hypothesis three which states that there is no combined significant influence of Information Communication Technology (ICT) Self-Efficacy and Use of Office Application Software on job performance of Office Managers of Public Polytechnics in Lagos State, Nigeria.

## Conclusion

It must be pointed out that the level of Information Communication Technology (ICT) Self-Efficacy and Use of Office Application Software among Office Managers in Public Polytechnics is far behind what is obtainable even in some fellow African countries which makes work processes in Public Polytechnics almost obsolete. It also complicates the issue of impacting knowledge in students for a better socio-economic sustainability in the country.

## Recommendations

Based on the findings and conclusions reached in this study, the following recommendations are considered appropriate;

- i. There is a need for Public Polytechnics in Lagos State, Nigeria to adopt more robust and purpose-built software for the management of office procedures. This will boost the functionalities of the existing systems and enable them to be used for expanded purposes.
- ii. There is a need for continued capacity development programmes for Office Managers in order to further improve their competencies in ICT usage and application software in areas where they are deficient.
- iii. Office Managers should continuously strive to exposed themselves to emerging trends in ICT and other office application software to help them keep abreast of new developments and be always effective in the use of ICT in office processes.
- iv. ICT requirements in terms of competencies and mastery of Office Managers in the use of ICT tools in Public Polytechnics should be continuously reviewed to keep up with the latest innovations in ICT to enhance the level of job performance.
- v. The significance of both ICT Self-Efficacy and Use of Office Application Software among Office Managers indicate the need to ensure a balanced mix of policies that can ensure factors among Office Managers and their daily routine to facilitate effective use ICT tools in work processes.



## References

- Abiola, S. (2022). Recent Developments in Company Income Taxation in Nigeria. *Bulletin for International Taxation*, 65(1), 1 - 34.
- Adedeji, J. (2022). A Panel Analysis of Behavior Change in Individual Income Tax Compliance. *Recent Research on Tax Administration and Compliance*, 5(2), 25-37.
- Angelovska, D. (2019). Management's report on internal control, and the accountant's response. *Managerial Auditing Journal*, 7(5), 21 - 28.
- Anyakoha, M. (2022). *Basic librarianship: Modern technologies in information work*. Owerri: Totan publisher.
- Arko, I. (2022). *Income Tax Law and Practice in Nigeria*. Ibadan: Heinemann Educational Books (Nigeria) Limited.
- Bhatnagar, S. (2021). *Philippine Customs Reform*. London: The World Bank.
- Bird, R., & Zolt, E. (2022). Technology and taxation in developing countries: from hand to mouse. *National Tax Journal*, 4(2), 4 - 19.
- Davis, F., & Morris, M. (2021). The development, trajectory and future of technology adoption research. *Journal of the Association for Information Systems*, 2(1), 17 - 31.
- Decman, M., Stare, J., & Klun, M. (2021). E-Government and Cost-Effectiveness E- taxation in Delhi. *Musgrave, Public Finance delivery, Government Finance Review*, 4(7), 21 - 22.
- Dorasamy, M. (2022). E-Government Services Online: An Exploratory Study on Tax E-Filing in Malaysia. *International Journal of Electronic Government Research*, 4(2), 16 - 31.
- Gibbs, F. (2021). Effects of audit committee activity and independence on corporate fraud. *International Journal of Managerial Finance*, 26(11), 16 - 34.
- Gideon, R., & Tawanda, E. (2020). Evaluation of internal control systems: a case study from Bauchi state. *International Research Journal of Finance and Economics*, 12, 78 - 89.
- Holniker, D. (2021). Computerization of Commercial Tax System. *Int. J. Soc. Econ.*, 17(3), 178 - 213.
- Hussein, R., Mohamed, N., Ahlan, A., & Mahmud, M. (2022). Transforming Government: People, Process and Policy Emerald Article: E-government application. *an integrated model on G2C adoption of online tax*, 2(4), 14 - 27.
- Ijeoma, J., & Nwifo, U. (2021). impact of The effective internal control system on the internal audit effectiveness at local government level. *Journal of Social & Development*, 4(2), 54 - 66.
- Imam, P., & Jacobs, D. (2022). *Effect of Corruption on Tax Revenues in the Middle East*, IMF Institute and Fiscal Affairs Department. London: IMF Press.
- Isaac, N., & Lilian, L. (2022). *automation and customs tax administration TA: empirical evidence from Uganda*. Uganda: Makerere University Business School.
- Lane, F. (2021). *Cost accounting: a managerial emphasis*. New Delhi: Prentice Hall.

- Leitman, O. (2019). Why Do People Use Information Technology?, A Critical Review of the Technology Acceptance Model. *Information and Management Journal*, 40(2), 191 - 204.
- Muwonge, H. (2020). *The influence of electronic tax filing system on tax compliance and tax collection*. Uganda: Makerere University.
- Napierala & Kiefer, O. (2019). Globalization, innovation and information sharing in tax systems: the Australian experience of the diffusion and adoption of electronic lodgment. *eJournal of Tax Research*, 4(2), 241 - 269.
- Nawaz, F. (2022). *Exploring the relationships between corruption and tax revenue*. Chicago: ADEX PRESS.
- Osei, R., & Quartey, P. (2019). *Tax reforms in Ghana, Research Paper 66*, Helsinki: World Institute for Development Economics Research (WIDER). New York: United Nations University Press.
- Sigilai, A., & Njiru, K. (2020). An examination of role of government internal audits improving financial performance. *Public Finance and Management Journal*, 4(5), 306 - 337.
- Silvani, C., & Radano, A. (2021). Tax administration reform in Bolivia and Uruguay. *Casanegra de Jantscher and R M Bird*, 4(7), 97 - 104.
- Udo, G., & Kirs, P. (2022). Diffusion of ICT in Developing Countries: A Qualitative Differential Analysis. *Journal of Global Information Technology Management*, 11(1), 6 - 27.
- Yu, G. (2021). Mobile Data Service Demographics in Urban China. *Journal of Computer Information Systems*, 4(1), 117 - 126.
- Zineldin, M. (2019). *The Quality of Higher Education and Student Satisfaction Self-assessment and Review process A TRM Philosophy and 5Qs Model, Paper presented at Second International Conference Education, Economics, and Law*. Sweden: Vaxjo University Press

## **Influence of Employee Attitude and Productivity of Secretaries in Public Organizations, Ogun State, Nigeria**

**Victoria Adesola OGUNYEMI**

Department of Office and Information Technology  
Lagos State University of Science and Technology, Ikorodu, Lagos State.  
ogunyemiadesola@gmail.com; 07065179028

### **Abstract**

*In every organization, the productivity of her employees cannot be over emphasized. When the level of productivity is high, one can be rest assured that a major factor has been put in place. This factor could be an appropriate employee attitude. When this is not the case, it will be obvious that employees will definitely become docile to their work and in turn this will make them to be less productive. In light of this assertion, this study deems it fit to investigate the influence of employees' attitude (EA) on productivity of secretaries in selected public organizations in Ogun state, Nigeria. Descriptive research design was adopted. Population consists of 460 secretaries in public organizations in Ogun state. 210 secretaries served as the sample size after Krejcie and Morgan was applied to determine the sample size. Multi stage sampling technique was applied. Data collected was analyzed using inferential statistics. Findings revealed that EA was found not to significant influence productivity ( $\text{Adj. } R^2 = 0.032$ ;  $p = 0.039$ ). The study concluded that EA did not significantly influence productivity of workers. The study recommended that from time to time, the management of public organizations should always orientate their staff on the essence of speaking positively about the establishment they are working for. When this is done, it will definitely make their clients have a good perception about public organizations in the country. This will definitely boost the productivity of employees in public establishments in the country.*

**Keywords:** Employee Attitude, Public Organization, Secretarial Administration, Office Management

### **Introduction**

In a world of increasingly global competition among companies and across countries, the productivity of human resources constitutes an important resource. Globalization and increased use of technology have brought tremendous change and created new demands

for the business world. The strategic intention of organizations today is to achieve innovation at lightning speed and want people to work better, smarter and faster. Realizing the current challenges of the business environment and to make survival possible, organizations have started paying more emphasis on managing the productivity of their employees, fulfilling their comfort needs by providing them an effective workplace environment that helps them to attract and retain the best talent. According to Hafeez, Yingjun, Hafeez, Mansoor, and Rehman, (2019), employee productivity has become a critical factor in the strength and sustainability of an organization's overall performance. Productivity is an average means of production. It can be expressed as the output ration to the input used in the production process. Employee productivity is an assessment of the efficiency of a worker or group of workers. It is no longer enough for businesses to cruise along with employees who come to work to get their pay cheque at the end of the month. Employee productivity is the capacity of an employee to produce desired results with a minimum expenditure of energy, time and materials. It is about assessing the effectiveness and efficiency of an employee. It can be expressed as human efforts to produce more and more with fewer inputs of resources so that there will be maximum distribution of benefits among maximum number of people to achieve organizational goals (Hafeez *et al*, 2019).

Productivity denotes the relationship between output and one or all associated inputs. Productivity is important for organizations as employees' productivity leads to business success. Also, productivity is important for individuals, as achieving tasks can be a source of satisfaction (Aftab, & Khalid, 2019). Employees' productivity is seen as behaviour or activities that are performed towards accomplishing the organization's objectives. The measures of employees' productivity in this study includes Employee Inputs, Employee Processes and Employee Output (Suwati, Minarsih, & Gagah, 2016). Employee Inputs are the quality of personnel and the quality of information resources available to work with. Employee Processes are the facilities available to work with. Employee Output are the perceived achievements on organisational goal. Attitudes are propensities, or tendencies, to react in a favourable or unfavourable way toward an object. The object could be almost anything in the world around us. Attitudes reflect a person's likes and dislikes towards other persons, objects, events and activities in their environment. It makes sense to study and know about attitudes because strong attitudes will very likely affect a person's behaviour; attitudes toward supervision, pay, benefits, promotion or anything that might trigger positive or negative reactions (Lewicka, Glinska-Newes, Morrow, & Gorka, 2018).

Manuti, Giancaspro, Molino, Ingusci, Russo, Signore, & Cortese, (2020) asserts that employees have attitudes about many aspects of their jobs, their careers, and their

organizations; however, the most focal employee attitude is job satisfaction. Looking at a group of people performing the same job for some time, we cannot but observe that some people do it better than the others. One will want to know the factors that account for these differences in productivity. One factor is that the differences reflect varying degrees of skills or abilities displayed by individual workers, while the other factor is motivation. Motivation on the other hand simply refers to the urges, aspiration, drives and needs of human beings that direct or control or explain their behaviour. In employment, two parties are involved, which are their skills, and the other part with their money. The imbalance of this therefore could result in job dissatisfaction which may lead to resignation and low performance of some workers. The issue of job satisfaction has been a great concern and has led employers of labours to devise way of selecting the best people for any given job. There is the belief that the best way for an organization to efficiently and effectively achieve the organizational goals is to place the best people on the jobs.

### **Statement of the Problem**

Productivity in the workplace is an essential aspect of every organization, and when top management understands this concept, success is just around the corner. Employee productivity has become a critical factor in the strength and sustainability of an organization's overall performance. An unproductive employee causes distractions, and one distracted worker can quickly impact all the other employees around him. Low productivity does more than hurt immediate sales or services. It can also harm long-term productivity and goals for the entire organization, which will have an adverse effect on the country at large. Public organizations, most especially the Ministries under study, are said to be productive when they meet the purpose for which they are established, which has a tremendous positive influence on the community and economy at large (Aram, & Samir. 2017). However, close observation and preliminary investigation revealed that the productivity of employees in the Ministry of Education, Science and Technology, Ministry of Health, Ministry of Transport, Ministry of Agriculture, and Ministry of Works and Infrastructure, Ogun State is on the decline. Owing to the fact that the sense of belongingness of employees is deteriorating, absenteeism, commitment level, and apathy have also been a cause of worry. All of these issues potentially have negative effect on employees' effectiveness and efficiency. Employees in an organization have always been key assets, as their departure could have a significant effect on the implementation of the organization's plans and may eventually cause a parallel decline in productivity. Some of the factors affecting employees' productivity in public organizations were identified as work environment and employees' attitude. To this end, this study seeks to investigate the impact of employees' attitudes on Secretaries' productivity in public organizations:



Ministry of Education, Science, and Technology, Ministry of Health, Ministry of Transport, Ministry of Agriculture as well as Ministry of Works and Infrastructure in Ogun State.

## **Hypothesis**

This study examined one null hypothesis at a 0.05 level of significance which says:

HO1: There is no significant influence of employees' attitude (performance rewards, effort performance and personal goal relationship) on the productivity of Secretaries in the selected public organizations in Ogun State.

## **Literature Review**

### **Employee's Attitude and Employee's Productivity**

A scholar raised a very important question as to how crucial job attitude is for forecasting and comprehending employee performance and overall work role behaviour. (McKevitt, Morgan, Dundas, & Holland, 2018). In a research conducted to discover whether there was an important correlation between work values, work attitude and job performance with the controlling role of leadership of employees in the green industry in Taiwan discovered out that work attitude of employees in the green energy industry has a positive connection to job performance (Chu, Sakai, Lee, Harrison, Tang, & Mori, 2020). In a research titled Attitude and performance: Analysis of Russian employees also finalize that job attitude is correlated to employee performance (Faulks, Song, Waiganjo, Obrenovic, & Godinic, 2021). In a study conducted with the aim of investigating the nexus between competency and attitude on attaining organizations vision define job attitude as an effective and core impetus of employee to accomplish their respective jobs successfully and further conclude that job attitude is believed to have a matching outcome on employee job performance (Mulis & Armstrong, 2018). Likewise, in an endeavour to explore employee's attitude to job related factors in rural intervention organizations in India finds out that there is a significant relation of employee productivity and factors which are related to the job. A positive attitude strengthens employee performance, thereby encouraging creativity and productivity (Netemeyer, Boles, & McMurrian, 2018).

Austin-Egole, Iheriohanma, and Nwokorie (2020) stated that if employees have more positive attitudes to the organization their productivity raises and, everything else being equal, the organization will be more resourceful and effective. In a study aimed at drawing on the compatibility fundamentals in attitude and behaviour suggested that overall job attitude of an employee is highly integrated to performance of such employee (Davidescu, Apostu, Paul, & Casuneanu, 2020). In accordance with the study of a previous researcher, a positive work attitude of employee's results to higher job performance (Jehanzeb, & Mohanty, 2018). Similarly, in a paper titled Empirical study on the correlation among



personality traits, work attitudes, service quality, Job performances and customers' satisfaction of a financial holding company in Taiwan conclude that job attitude has a significant relation to employee job performance (Deng, Liu, Yang, & Duan, 2022). Moreover, in a study aimed at exploring the relationship between work attitudes, work pressure, exit tendencies and organizational conflict came to the conclusion that work behaviour link with employee performance (Gopinath, 2020). Workers that passionately engaged to their work place develop a positive work attitude thereby increasing the employee's performance level (Taheri, Miah, & Kamaruzzaman, 2020).

In a study conducted on organizational commitment and performance among guest workers and citizens of an Arab country revealed the relationship between expatriates and local citizens. The Arab officials often positioned a stronger emphasis on organizational devotion than on personal devotion. UAE citizens with an extraordinary range of commitment to organizations may be dedicated to task performance. Serving behaviors decreased as affecting commitment altitudes enlarged across the sample, though the correlation was much tougher for UAE citizens than expatriates (Shaw, Delery, & Abdulla, 2003).

A study was conducted by gathering data from 249 members of 26 colleges concerning personnel perspectives and practices. The study revealed that there is a considerable relationship between work attributes, business-related perspectives, and authoritative citizenship working in a non-Western nation, the UAE. The researchers found that there was a strong link between organizational commitment and civic virtue, and was more grounded than the link between authoritative responsibility and unselfishness (Cherian, Gaikar, Paul, & Pech, 2021). A scholar found diverse behavior in migrant workers in Arab and Asian countries. This behavior of migrant workers happened on account of their pressure on labor markets, reduction of unemployment, and accelerated development. The employment of foreign workers is both gainful and expensive for receiving nations. The advantages of gain to the foreign workforce are genuinely perfect. These foreigners provide an essential workforce and specialization, with required skills, attitudes, and inspiration to the national consumption of goods supplied by native traders, and thereby increase the sales of local markets. They are typically capable of finding better remunerated jobs than those of their home country, providing a quality standard of living, and making opportunity for quick career advancement. They are capable of saving and, by remitting money to their home country, often called "motivating the economy in their home nations," they do more than just provide for their families alone. The existence of a huge number of expatriates, a main threat to the constancy of GCC nations, risks the culture,

impacts the organization of society, and has a strong influence on foreign policy (Kapiszewski, 2017).

A scholar highlighted higher education and elaborated that there is a need to foster an institutional culture of innovation among higher education institutes, which, in turn, will improve creativities and create awareness of the remuneration resultant from the accomplishment of innovation (Obendhain, & Johnson, 2004). This also minimizes the resistance to change and motivates openness to innovation. A theory of implicit leadership in a cultural approach that was explained by a researcher (Holmberg, & Åkerblom, 2006). According to their studies, the Arabian Gulf countries, from the early 1950s onwards, conveyed a version of modernization of hospitals, schools, and roads. The officials of Arab expatriates have developed work approaches and native administrative styles. Therefore, the current native administrative style is a combination of official and customary tribal techniques. Relying on expatriates is necessitated on account of a high illiteracy rate and deficiency of required aptitudes among locals. Though the outcomes display the high bunch of knowledge and education for exceptional leadership, certain leaders, predominantly the uneducated, are apprehensive of professional judgment, and they doom originality, intelligence, and imagination (Cherian, Gaikar, Paul, & Pech, 2021).

A study conducted on organizational commitment and performance among guest workers and citizens of an Arab country revealed the relationship between expatriates and local citizens<sup>182</sup>. The Arab officials often positioned a stronger emphasis on organizational devotion than on personal devotion. UAE citizens with an extraordinary range of commitment to organizations may be dedicated to task performance. Serving behaviors decreased as affecting commitment altitudes enlarged across the sample, though the correlation was much tougher for UAE citizens than expatriates (Al-Raisi, 2011). A scholar opined in 1986 that a firm's culture should generate sustained quality improvements. He acknowledged previous findings that the cultures of some corporations have imbibed this attribute. Corporations that do not have the desired cultures do not implement activities that will drive them to quality initiatives in order to generate sustained superior profit margins. Corporations that have cultures with the desired attributes will get sustained superior profits from their cultures. In fact, this is consistently observed: when a quality culture is achieved, all employees, from senior leadership to frontline staff, have infused quality improvement (QI) into the way they do business daily. Employees, at length, considered the ways improve quality, which was no longer seen as an additional task. Quality improvement (QI) refers to the consolidated and continuous endeavors of everyone in an organization to make every little thing about it, particularly its production

process, better. It is a precise way to deal with the disposal or reduction of work, waste, and misfortunes in the production process. (Khan, 2010).

## Methodology

This study adopted a descriptive survey research design. The population for this study comprised of four-hundred and sixty (460) staff of the selected public organizations in Ogun State, Nigeria. The study respondents were secretaries at the Ministry of Education, Science and Technology, Ministry of Health, Ministry of Transport, Ministry of Agriculture as well as Ministry of Works and Infrastructure, Ogun State. The study is delimited to five ministries because after preliminary investigations and interviews, the identified problem was seen to be prevalent in these public organisations and mostly affecting the productivity of Secretaries (respondent). The sample size of this research work was two hundred and ten (210) made up of Four-hundred and sixty (460) staff of the selected Ministries in Ogun State, Nigeria chosen to represent the total population. This sample size was gotten from Krejcie and Morgan (1970) sample size table as shown below 2. The researcher analyzed the data collected using the inferential statistics. The use of the inferential statistics is appropriate because it helped to describe and summarize data in terms of regression analysis about variables under study, thereby answering the research questions.

## Results and Discussions of Findings

**Table 1: Gender of Respondents**

### Gender of Respondents

| Gender | Frequency | Percent | Valid Percent | Cumulative |
|--------|-----------|---------|---------------|------------|
|        |           |         |               | Percent    |
| Male   | 69        | 33.2    | 33.2          | 33.2       |
| Female | 139       | 66.8    | 66.8          | 100        |
| Total  | 208       | 100     | 100           |            |

**Source: Field Survey, 2022**

The gender distribution of the study's participants was one of the demographic details acquired. According to table 4.1's demographic information, there are more female secretaries than male secretaries in public organizations in Ogun state. In total, 139 (66.8%) female and 69 (33.2%) male made up the gender distribution in this study. This supports the theory that women are overwhelmingly represented in the secretarial profession, regardless of level. Accordingly, it is believed that the rest of what this study aims to investigate will yield positive results since the feminine gender is always viewed as a form of gender that is compassionate, loving, and adorable.

**Table 2: Age of Respondents**

**Age of Respondents**

| Age of Respondents | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| 25-35              | 51        | 24.5    | 24.5          | 24.5               |
| 36-50              | 82        | 39.4    | 39.4          | 63.9               |
| 51 years and above | 75        | 36.1    | 36.1          | 100.0              |
| Total              | 208       | 100.0   | 100.0         |                    |

**Source: Field Survey, 2022**

Based on the study's age distribution, Table 4.2 was created. Intriguingly, participants who are 51 years of age or older appear to be the ones who are second predominantly employed as secretaries in public in Ogun state. The age group between 36 to 50 years of age is most prevalent. Age-wise, this group of workers made up around 39% of the overall population included in the sample size for this study. In other words, a total of 82 respondents indicated that they are between the ages of 36 to 50 years of age. The next age group that predominates the workforce of secretaries in public organizations in Ogun state is that of individuals between the ages of 25 to 35 years of age. 51 (24.5%) of the secretaries working in the state fall within this age bracket. Majority of these participant age distributions that make up the respondents to this study suggest that secretaries in the state's public service is mostly dominated by an agile workforce. This indicates that because this group of respondents is still in the prime of their professional careers, much is still expected of them.

**Table 3: Educational Qualifications of Respondents**

**Educational level**

| Educational   |           |         |               | Cumulative |
|---------------|-----------|---------|---------------|------------|
| Qualification | Frequency | Percent | Valid Percent | Percent    |
| ND            | 5         | 2.4     | 2.4           | 2.4        |
| HND           | 101       | 48.6    | 48.6          | 51.0       |
| BSc           | 62        | 29.8    | 29.8          | 80.8       |
| MSc           | 35        | 16.8    | 16.8          | 97.6       |
| Others        | 5         | 2.4     | 2.4           | 100.0      |
| Total         | 208       | 100.0   | 100.0         |            |

**Source: Field Survey, 2022**

Without a doubt, Ogun state's secretaries in higher education are extremely well educated. Table 4.3, which details the individuals' educational backgrounds, demonstrates this. A total of 101 secretaries confirmed that they possess the Higher National Diploma (HND) degree. A percentage score of 48.6% was given to this. 62 respondents (29.8%) believe they have a bachelor's degree, while 35 (16.8%), according to the respondents, said they have a MSc. 2.4% of the total respondents of this study indicated that they possess the National Certificate (ND). Other respondents (2.4%) indicated that they possess other qualifications.

**Table 4 Years of Work Experience of Respondents**

**Years of Work Experience**

|                     |           |         |               | Cumulative |
|---------------------|-----------|---------|---------------|------------|
| Years of Experience | Frequency | Percent | Valid Percent | Percent    |
| 1-10 years          | 46        | 22.1    | 22.1          | 22.1       |
| 11 - 20 years       | 106       | 51.0    | 51.0          | 73.1       |
| 21 years and above  | 56        | 26.9    | 26.9          | 100.0      |
| Total               | 208       | 100.0   | 100.0         |            |

**Source: Field Survey, 2022**

The amount of work experience the study's participants have is highlighted in Table 4.4. 46 (22.1%) of the respondents stated that they have spent between 1 to 10 years working as secretaries. While 106 (51.0%) of the respondents said they had served for a total of 11 to 20 years, 56 (26.9%) of the respondents said they had spent 21 years and more as secretaries. Based on this information, it is impossible to deny that Ogun State secretaries in public organizations have extensive experience working in the state's public space. Based on this, there will also be no opportunity for prejudice because the participants are extremely well-informed. The following may be concluded from the demographic information acquired for this study: Secretaries in Ogun State are very adaptable in carrying out their duties in terms of age, well-educated, and years of experience, and there are more females than males in the field.

### Hypothesis Testing

H<sub>01</sub> – There is no significant influence of employees' attitude (performance rewards, effort performance and personal goal relationship) on the productivity of Secretaries in the selected public organizations in Ogun

### Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .041 <sup>a</sup> | .002     | -.003             | .52926                     |

a. Predictors: (Constant), employee attitude

### ANOVA<sup>a</sup>

| Model |            | Sum of Squares | df  | Mean Square | F    | Sig.              |
|-------|------------|----------------|-----|-------------|------|-------------------|
| 1     | Regression | .099           | 1   | .099        | .355 | .552 <sup>b</sup> |
|       | Residual   | 57.705         | 206 | .280        |      |                   |
|       | Total      | 57.804         | 207 |             |      |                   |

a. Dependent Variable: employee productivity

b. Predictors: (Constant), employee attitude



## Coefficients

| Model |                   | Unstandardized |            | Standardized |        |
|-------|-------------------|----------------|------------|--------------|--------|
|       |                   | Coefficients   |            | Coefficients |        |
|       |                   | B              | Std. Error | Beta         | t      |
| 1     | (Constant)        | 2.762          | .206       |              | 13.408 |
|       | employee attitude | -.047          | .079       | -.041        | -.596  |
|       |                   |                |            |              | Sig.   |
|       |                   |                |            |              | .000   |
|       |                   |                |            |              | .552   |

a. Dependent Variable: employee productivity

Source: Field Survey, 2022

Table 4.3.2 displays the results of the regression analysis for the relationship between employees' attitude and employee productivity. *R* was used to assess the study's model's propensity for prediction. The results in the table show that there is a statistically significant relationship between employees' attitude and increased productivity ( $R = .041$ ), which is a generally positive finding. According to the coefficient of determination ( $R^2$ ) of .002, the productivity of the secretaries under investigation varied by 41%, and the remaining external variable other than work environment described the other 59%. This can be explained by the *F*-value (.355) and *p*-value (0.052), which are both not statistically significant at a 95 percent confidence level. The findings demonstrated that the employees' attitude in Ogun State's public organizations negatively impacted secretaries' productivity. The regression coefficient results indicated that a change in the employees' attitude will boost the productivity of secretaries in public organizations in Ogun state by .041. The second null hypothesis ( $H_{02}$ ), which states that the employees' attitude will not significantly affect the productivity of secretaries in Ogun State, is rejected by this study ( $R^2 = .002$ ,  $F(1, 206) = .355$ ,  $p = 0.552$ ). Going by this, the null hypothesis was therefore accepted.

## Discussion of Findings

The second null hypothesis in this study says "There is no significant influence of employees' attitude (performance rewards, effort performance and personal goal relationship) on the productivity of secretaries in public organizations in Ogun state. The finding of the null hypothesis was found to be negative. That is employees' attitude (performance rewards, effort performance and personal goal relationship) will not significantly influence productivity of secretaries, as a result, the null hypothesis was accepted. This negates the findings of other studies. In a research conducted to discover

whether there was an important correlation between work values, work attitude and job performance with the controlling role of leadership of employees in the green industry in Taiwan discovered out that work attitude of employees in the green energy industry has a positive connection to job performance (Gerber, and Hout, M. (ND). In a research titled Attitude and performance: Analysis of Russian employees also finalize that job attitude is correlated to employee performance Milton, Glencross, & Walters, 2021). In a study conducted with the aim of investigating the nexus between competency and attitude on attaining organizations vision define job attitude as an effective and core impetus of employee to accomplish their respective jobs successfully and further conclude that job attitude is believed to have a matching outcome on employee job performance (Murlis, & Armstrong, 2018). Likewise, in an endeavor to explore employee's attitude to job related factors in rural intervention, organizations in India found that there is a significant relation of employee productivity and factors which are related to the job. A positive attitude strengthens employee performance, thereby encouraging creativity and productivity (Netemeyer, Boles, & McMurrian, 2018). Employee productivity rises as a result of their more positive sentiments toward the company, and given all other factors being equal, the company will be more creative and productive. According to a study that drew on the compatibility of fundamentals in behavior and attitude, an employee's general attitude about their profession has a significant impact on how well they perform (Oldham, & Brass, 2017). Similar findings are drawn from a study entitled empirical study on the correlation among personality traits, work attitudes, service quality, job performances, and customers' satisfaction of a financial holding company in Taiwan (Li, Yang, & Wu, 2008). This study finds a significant relationship between job attitude and employee job performance. This finding also negates the findings of this second null hypothesis.

## Conclusion

This study has truly revealed that a right attitude to work will significantly aid in the growth of the productivity of secretaries in public organizations in Nigeria, not just in Ogun state. The management of public organizations in Nigeria should pay more attention to all the requirements for employees to be more productive in their work because doing so would help them stay more up to date with the latest developments in their respective professions. This will to a large extent also contribute to their work performance and in all will make the country a better place for all to live in. This can only be achieved if management personnel of public organizations yield to a large extent to the demands of their workforce. This will also make it possible for these staff's attitude to have a positive attitude to their work.

## Recommendation

On the basis of the study's findings, the following recommendations are made:

1. In order for employees in various public sectors in Ogun state and Nigeria as a whole to be productive in their work, it is imperative for state and federal governments to provide all manner of resources that will make these workers to be productive.
2. Government at all levels should avail their employees for all manner of local and international training as this will make their competencies never to be questioned.
3. When employees go extra mile for the organization they are working for or when they do extra shifts for their organization, they should be handsomely compensated.
4. From time to time, the management of public organizations should always orientate their staff on the essence of speaking positively about the establishment they are working for. When this is done, it will definitely make their clients have a good perception about public organizations in the country.

## References

- Aftab, S., & Khalid, K. (2019). 4C'S of work environment and organizational performance: mediating role of individual performance. *International Transaction Journal of Engineering, Management, and Applied Sciences and Technologies* 11, 50-65.
- Al-Raisi, A. A. N. (2011). E-performance assessment system in governmental organizations in the United Arab Emirates (Doctoral dissertation, Coventry University).
- Aram, H. M., & Samir. S. A. (2017), The consequence of work environment on employees' productivity, *Journal of Business and Management*, 19, 1, 2017, 35–42.
- Austin-Egole, I. S., Iheriohanma, E. B. J., & Nwokorie, C. (2020). Flexible working arrangements and organizational performance: An overview. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 25(5), 50-59.
- Cherian, J., Gaikar, V., Paul, R., & Pech, R. (2021). Corporate culture and its impact on employees' attitude, performance, productivity, and behavior: An investigative analysis from selected organizations of the United Arab Emirates (UAE). *Journal of Open Innovation: Technology, Market, and Complexity*, 7(1), 45.
- Cherian, J., Gaikar, V., Paul, R., & Pech, R. (2021). Corporate culture and its impact on employees' attitude, performance, productivity, and behavior: An investigative analysis from selected organizations of the United Arab Emirates (UAE). *Journal of*

- Open Innovation: Technology, Market, and Complexity*, 7(1), 45.
- Chu, S. Y., Sakai, N., Lee, J., Harrison, E., Tang, K. P., & Mori, K. (2020). Comparison of social anxiety between Japanese adults who stutter and non-stuttering controls. *Journal of fluency disorders*, 65, 105767.
- Davidescu, A. A., Apostu, S. A., Paul, A., & Casuneanu, I. (2020). Work flexibility, job satisfaction, and job performance among Romanian employees—Implications for sustainable human resource management. *Sustainability*, 12(15), 6086.
- Deng, J., Liu, J., Yang, T., & Duan, C. (2022). Behavioural and economic impacts of end-user computing satisfaction: Innovative work behaviour and job performance of employees. *Computers in Human Behavior*, 136, 107367.
- Faulks, B., Song, Y., Waiganjo, M., Obrenovic, B., & Godinic, D. (2021). Impact of Empowering Leadership, Innovative Work, and Organizational Learning Readiness on Sustainable Economic Performance: An Empirical Study of Companies in Russia during the COVID-19 Pandemic. *Sustainability*, 13(22), 12465.
- Gerber, T. P. and Hout, M. (ND) More Shock than Therapy: Market Transition, Employment, and Income I n Russia, 1991-1995 1. *American Journal of Sociology*, 104(1), AJSv104p1-50.
- Gopinath, R. (2020). Role on employees' attitude in workplace. *GEDRAG & Organisatie Review*, 33(2), 1461-1475.
- Hafeez, I., Yingjun, Z., Hafeez, S., Mansoor, R., & Rehman, K. U. (2019). Impact of workplace environment on employee performance: mediating role of employee health. *Business, Management and Economics Engineering*, 17(2), 173-193.
- Holmberg, I., & Åkerblom, S. (2006). Modelling leadership—Implicit leadership theories in Sweden. *Scandinavian Journal of Management*, 22(4), 307-329.
- Jehanzeb, K., & Mohanty, J. (2018). Impact of employee development on job satisfaction and organizational commitment: person–organization fit as moderator. *International Journal of Training and Development*, 22(3), 171-191.
- Kapiszewski, A. (2017). Arab versus Asian migrant workers in the GCC countries. In *South Asian migration to gulf countries* (66-90). Routledge India.
- Lewicka, D., Glinska-Newes, A., Morrow, D., & Gorka, J. (2018). The effect of job characteristics on employee loyalty: The mediation role of vertical trust and perceived supervisory support. *Маркетинг і менеджмент інновацій*, (2), 168-185.
- Li, J. M., Yang, J. S., & Wu, H. H. (2008). Improving service quality and organisation performance through human resource practices. A case study. *Total Quality Management*, 19(9), 969-985.
- Manuti, A., Giancaspro, M. L., Molino, M., Ingusci, E., Russo, V., Signore, F., ... & Cortese, C. G. (2020). "Everything will be fine": A study on the relationship between employees'

- perception of sustainable HRM practices and positive organizational behavior during COVID19. *Sustainability*, 12(23), 10216.
- McKevitt, C. Morgan, M. Dundas, R. and Holland, W. W. (2018) Sickness absence and 'working through' illness: a comparison of two professional groups. *Journal of Public Health*, 19(3), 295-300.
- Milton, D. K. Glencross, P. M. and Walters, M. D. (2021) Risk of sick leave associated with outdoor ventilation level, humidification, and building related complaints. *Indoor Air*, 10(4), 212-21.
- Murlis, H. & Armstrong, M. (2018) Reward Management: A Handbook of Remuneration Strategy and Practice. Kogan Page.
- Netemeyer, R. G. Boles, J. S. & McMurrian, R. (2018) Development and validation of work-family conflict and family-work conflict scales. *Journal of Applied Psychology*, 81(4), 400.
- Obendhain, A. M., & Johnson, W. C. (2004). Product and process innovation in service organizations: The influence of organizational culture in higher education institutions. *Journal of Applied Management and Entrepreneurship*, 9(3), 91.
- Oldham, G. R. and Brass, D. J. (2017) Employee reactions to an open-plan office: A naturally occurring quasi-experiment. *Administrative Science Quarterly*, 267-284.
- Shaw, J. D., Delery, J. E., & Abdulla, M. H. (2003). Organizational commitment and performance among guest workers and citizens of an Arab country. *Journal of Business Research*, 56(12), 1021-1030.
- Suwati, S., Minarsih, M. M., & Gagah, E. (2016). Influence of motivation work, career development and cultural organization on the job satisfaction and implications on the performance of employees. *Journal of Management*, 2(2).
- Taheri, R. H., Miah, M. S., & Kamaruzzaman, M. (2020). Impact of working environment on job satisfaction. *European Journal of Business and Management Research*, 5(6).



## Teaching Competence on Academic Learning of Office Technology and Management Students of Government owned Polytechnics, Lagos State, Nigeria

<sup>1</sup>Chinyere Jennifer ODUMADE and <sup>2</sup>Prof. E.A. ERWAT

<sup>1</sup>Department of Office and Information Technology, Lagos State University of Science  
and Technology, Lagos State, Nigeria

<sup>2</sup>Department of Information Management, Lead City University, Ibadan, Oyo State,  
Nigeria.

<sup>1</sup>chiodumade@yahoo.com; 08030494766

<sup>2</sup>erwat2002@yahoo.com; 08037278848

### Abstract

*Through the dissemination of knowledge, the facilitation and acceleration of learning, and the development of systems, academic learning aims to enhance all facets of human existence. This essay aims to examine how teaching quality affects the academic learning of OTM students in government-run polytechnics in Lagos State, Nigeria. The research used a descriptive survey methodology. 42458 people participated in the study, including 3558 members of the teaching staff and 38900 students from the two government-owned polytechnics in Lagos State, Nigeria: Yaba College of Technology and Lagos State Polytechnic. 381 faculty members and students from the institutions made up the study's sample size. By using the Krejcie and Morgan sampling technique, the sample size was established. A standardized questionnaire named "Teaching Competence and Academic Learning" was used in the study. Information and management science professionals validated the instrument's validity. The questionnaire's reliability test produced a Cronbach's Alpha value of 0.840. A total of 381 questionnaires were distributed, 359 were recovered but 347 were properly completed and certified, representing 91% response rate. To address research issues, data were analyzed using frequency counts and percentages. At the 0.05 level of significance, correlation statistics from the SPSS package were used to evaluate hypotheses. The study discovered a strong association between teaching ability and academic learning of OTM students in government-owned polytechnics in Lagos State, Nigeria ( $R = 0.657$ ,  $p0.05$ ). The study came to the conclusion that teaching quality had a favorable and significant impact on OTM students' academic learning at government-owned polytechnics in Lagos State, Nigeria. In order to improve academic learning for OTM students at government-owned polytechnics in Lagos State, Nigeria, the study advised that the government and polytechnic management hire qualified teaching staff.*

**Keywords:** Academic Learning, Teaching Competency, Academic Performance, Tertiary Institution, Office Technology & Management



## Introduction

Academic learning is a purposeful and organized activity that seeks to enhance all facets of human existence through the dissemination of knowledge, the facilitation and acceleration of learning, and the development of systems (Daniel, 2021). The duration of the change, the structure and substance of the knowledge stored in memory, the learner's conduct, and the origin of the change are all factors that affect how long the change lasts and how it affects a person's knowledge or behavior. Academic learning is the process of internalizing information that, when combined with prior knowledge and experience, transforms what a learner knows and strengthens what he or she does. As a result of better performance and upcoming learning, this process results in change (Okegbemiro, 2021).

Academic learning is the development of the key competencies found in the general curriculum of schools and among students studying office technology management. Consequently, learning (the acquisition of skills) and investment can be used to categorize academic learning (Salisu, 2019). The benefits that students, their families, and society as a whole gain from learning can be measured by the knowledge and skills that learners have learned. The investment component consists of a range of inputs that are relevant to improving one's or society's future well-being and productive skills (contents). Knowledge, skills, and the contents of the investment (syllabus, facilities, and teacher caliber) will be used as measures to treat the study in this study. Knowledge is the information, facts, and understanding about a subject that has been gained by education, experience, or both. While content can be defined as the syllabus used to impart knowledge to the learners, the infrastructure to which the learners are exposed, and the caliber of teachers or trainers who impart knowledge, skills are the learned capacity to perform an action with determined results with good execution frequently within a given amount of time, energy, or both.

In many nations that are increasing admissions and in nations with limited resources, quality education is now a serious problem. In an effort to expand access to basic education, there has been a decline in educational quality (Buba, 2020). Proof over the years showed that at the Dakar, Senegal World Education Forum, where standard academic learning was given adequate priority, efforts to increase enrollment must be complemented with attempts to improve learning quality if students are to be encouraged to enroll in schools, stay enrolled, and achieve meaningful learning results. Recent evaluations of learning outcomes in certain nations have revealed that a sizable portion of kids are learning only a small portion of the knowledge and skills they should be mastering (Geminastriti, 2021). Since roughly 20 years ago, the tension between a standard learning process and the

number of students has defined education in many developing countries throughout the world. As a result, academic learning has become such a major problem that it is no longer considered as an option but as a requirement.

The traditional educational process is the driving force behind societal and personal advancement (Anie, 2011). Although some international agreements mention the importance of providing education on citizen's rights, gender awareness, sports, and reproductive health, they also mention educational quality because it is clear that learning processes have consistently deteriorated in most developing countries. This is an important point to keep in mind (Nigeria inclusive). Although various social groups may hold opposing opinions regarding how education (knowledge, skills, and educational contents) should develop over time. In this regard, it is believed that the government-owned Polytechnics in Lagos State have fallen short of their obligations to impact quality education due to the lack of updated course materials, the poor quality of newly hired staff, and the lack of improvement in the students' practical skills to meet ICT standards. The educational materials affecting these students should have been updated in light of societal change, but this is not the case in the state, endangering the lecture delivery process in this area of society. Since knowledge impartation is driven by technology, the content provided is still outdated, which has a significant impact on the students' performance and makes it challenging for them to compete with their peers.

Teaching is one of the elements that affects students' attitudes toward academic learning. Teaching is the deliberate sharing of information and experience, which is typically organized within a discipline, and, more broadly, it is the action of stimulating the intellectual and psychological development of a person (the learner) through the use of a teacher or other artifact. Along with course-by-course efforts and program-level curriculum planning and development, it also includes mentoring of faculty colleagues as well as students. Course design and development also include face-to-face, hybrid, and online learning environments. Teaching is close interaction between two different personalities with the goal of advancing the education of the latter. It can be described as the planning and management of a situation in which there are gaps or obstacles that a person will try to get around and learn from as a result. A set of actions designed to promote learning can also be referred to as teaching. It is a type of interpersonal influence meant to alter someone else's potential for behavior. To achieve the goal of having a quality impact on students and impart knowledge, teaching must be effective and efficient. The teaching competency of this study will be handled with teaching effectiveness, teaching efficiency, and teaching quality for this one and only reason. The ability to create the

desired outcome or result is what is meant by effective teaching. Teaching is considered effective when it produces the desired or expected results or leaves a lasting impression. In this context, teaching efficiency refers to the ability of a teacher to deliver quality instruction, while teaching quality is simply the assessment of instructional performance based on indicators displayed in classroom settings. Because it has to do with learning outcomes, whether or not learning has occurred through observable change in learners' behavior, teaching effectiveness looks to be overworked. Because the primary goal of the polytechnic system is the actual application of learned knowledge and abilities, it draws more attention. It relates to "creative teaching of students as better learners based on "causal analysis of success and failure," Evaluation practices unique to technical education, teacher preparation as a means of achieving quality education, teaching effectiveness of vocational teachers through training and practice, effective classroom management, and effective teaching. The takeaway from these researchers is that efficient and effective teaching necessitates a broad skill set and the capacity to apply those skills in a variety of teaching and training situations. Since there is never a single approach or method that works in all teaching, training, and learning situations, effective teachers improvise constantly. This is due to the fact that each student differs in terms of temperament, upbringing, intellectual level, and institutional factors. Consequently, it is a tremendous undertaking to teach properly and efficiently. In order to develop successful and efficient teachers at all levels of education, a researcher adopted a holistic viewpoint on effective teaching by conducting research on philosophical, sociological, psychological, scientific, counseling, and a variety of other teaching perspectives<sup>17</sup>. The quality of graduates generated as a result of government carelessness in the education sector, which results from limited and poor instructional aids and people, has decreased in government-owned polytechnics and Lagos State. Consequent upon this discussion, the study investigated the influence of teaching competence on academic learning of OTM students in government owned polytechnics, Lagos State, Nigeria.

## **Literature Review**

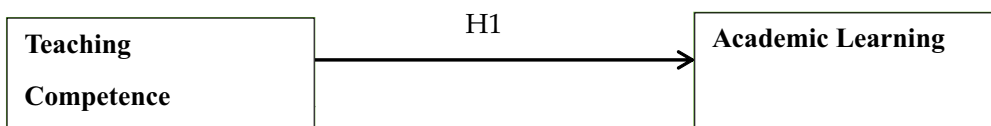
### **Theory and Hypotheses Development**

The second theory that served as a framework for this study is the sociocultural theory of teaching, learning, and development. This idea, which draws heavily from Lev Vygotsky's seminal writings, holds that human minds do not grow as a result of predetermined cognitive processes that become more apparent with age. Instead, according to this theory, human minds grow as a result of regular contact with the social and material world. According to Vygotsky, the process of learning involves people interacting with various materials, learning from one another, and successfully making sense of the materials they

encounter. These experiences are preserved in "cultural tools," which learners must master in order to gain specialized knowledge and problem-solving abilities and, as a result, become qualified for a given career. These teaching aids can take the form of a diagram, a model, or a method of problem-solving in the classroom. The majority of the time, however, these tools include elements of several orders, and human language is the tool with the most levels of complexity, mixing culturally developed arrangements of meanings, sounds, melodies, rules of communication, and so forth (Inguva, 2018).

Utilizing such technologies for learning has benefits beyond mental development. Instead, this kind of learning results in new, more complex ways of thinking. For instance, when kids learn a skill as complicated as human language, they not only become able to converse but also reach entirely new levels of thinking, self-control, and mindset in general. The way this tool is organized (such as the semantic, pragmatic, and syntactic structures of language), in effect, moulds and builds new mental facets in the child. Cultural instruments are significant because they represent certain ways of operating in human societies rather than being static objects. In other words, they are "objects that can be used for certain purposes" in human societies. They represent the meanings and functions of things as they have been discovered through cultural practices. As a result, a child cannot appropriate them unless they actively recreate their purpose and meaning through acting upon and with them. And only by cooperation and interaction with others who already have the knowledge (i.e. the meaning) of a particular cultural tool is such reconstruction of cultural tools originally conceivable.

This brief account is provided here to demonstrate how the sociocultural approach, in contrast to Gagne's earlier discussion of proper funding, good record keeping, and transparent recruitment and supply, not only permits but actively encourages a synthesis of teaching, learning, and cognitive development. According to this theory, adequate funding, accurate record-keeping, a transparent hiring process, and adequate supply promote cognitive development because they facilitate learners' thought processes during implementation. This theory contends that such mediation will form the very basis of the mental development of OTM academic learners at government-owned polytechnics in Lagos State, Nigeria. Based on this discussion, the study made the following hypothesis: H1: Teaching competence will have a favorable and significant impact on OTM students' academic learning at government-owned polytechnics in Lagos State, Nigeria.



### Teaching Competence and Academic Learning

According to a study reviewed, a variety of factors affect students' academic success. According to research, students' effort/perseverance, academic ambition, prior grades, parents' education, parents' academic ambition for their children, the child's sex, the student's age, peer pressure, and personal effort are all major influences on their academic achievement (Neumann, 2019). The results of the international PISA 2012, in which Peru participated together with 65 other nations or territories, have been released by the Organization for Economic Cooperation and Development (OECD). The Program for International Student Assessment, or PISA, is administered every three years. It assesses a 15-year-old's aptitude in science, reading, and math. The PISA 2012 evaluation placed a greater emphasis on mathematics than it did on reading comprehension or science. A nationally representative sample was examined in Peru. 6035 15-year-old teenagers from 240 secondary schools or other organizations across the nation made up this sample. There were both public and private, urban and rural institutions. While it is true that worldwide comparisons contribute significantly to the discussion of educational quality, they should not be viewed as the only source of information on educational achievements. Peru's performance in the 2012 PISA Mathematics test was poor. The average score for Peru was 368. PISA assigns students to one of six levels based on their performance levels. Peruvian students who have been evaluated are generally at Level 1, however a sizable portion (47%) are below level 1. Peruvian pupils' circumstances in science are comparable to those in math. In addition, on average, pupils are at Level 1 and a score of 373 was attained (Neumann, 2019).

While our kids performed poorly in PISA 2012 when compared to other Latin American nations that took part in the test, there has been steady improvement over the last 11 years in terms of reading proficiency. The Peruvian average increased from 327 to 384 points between 2001 and 2012. We improved 14 points compared to the previous cycle of PISA 2009, the most among participating Latin American nations (Kenni, 2020). We discuss research from the PISA study on educational changes and school failure. He asserts that the claim that the PISA report assesses competencies is untrue. The reality is that this assessment doesn't evaluate; rather, it investigates using a competency-based paradigm that isn't only limited to three subjects anymore, but rather to particular parts of these three subjects. As an illustration, language tests do not mean that the student must always write a minimum amount of text. The only options available to students are objective exams of text



type, which are frequently inferred by chance. Since there is no such thing as a "group," these tests are being conducted on populations that are not representative of the group and do not even measure what they claim to measure. No matter how many experts insist on using these kinds of very standardized tests to explain the same thing that they might argue without them, the diversity of kids, teachers, families, educational centers, autonomous communities, and countries is so great that it invalidates them. Actually, they don't help to improve education, especially when media content is completely superficial and lacking in intellectual rigor. In this vein, stresses that these tests "do not measure the complexity of human learning, but the behaviors of training in issues that become the foundation of the curriculum content," citing SIMCE (System for Measuring the Quality of Education, Mexico). This philosophy accepts a subpar and misleading understanding of pupils' progress by using assessments like SIMCE. Exams are not used to address "school failure," and improving school systems does not result from taking tests continuously. Failure and success are market concepts that have never been thought of in the context of education, and we must avoid the strong negative connotations that both of them carry. We saw a positivist bias, which a researcher once put this way: "What fits best in the method, which is best measurable, is examined, whereas what is not so easily quantifiable is invisible." PISA has the advantage in this scenario of being clear about its methodology, which means it doesn't attempt to evaluate education as a whole or even make assessment the most crucial element of education (Nchuchuwe, 2020).

## Methodology

In order to determine the relationship between teaching ability and academic learning of OTM students at government-owned polytechnics in Lagos State, Nigeria, this study used a cross-sectional survey approach. 42458 students and academic personnel from YABATECH and LASPOTECH make up the population. Using the Krejchic and Morgan sample size table, the researchers selected 381 respondents as a sample. The study was based on previously published works (Opoku, 2017). a 20-item survey to support the relationship between teaching ability and academic learning Response options on the modified survey had a four-point Likert scale (1 being strongly disagree and 4 being strongly agree). By making sure that each variable in the questionnaire was reviewed by professionals and experts in the field of information management to make sure it complied with the literature and wasn't too challenging for the intended respondents, the researcher made sure to stay in line with earlier empirical survey research. For a month, the questionnaire was physically distributed by research assistants. After that time, 347 responses were received, which was deemed a sufficient number to sample the data for SPSS analysis. The variables in this study used measures with a comparable methodology



from earlier literature. Academic learning is the dependent variable in this study, whereas teaching competence is the independent variable.

## Result

There is a significant influence of teaching competence on academic learning of OTM students of government owned Polytechnics, Lagos State, Ibadan.

**Table 1 a-c: Summary of regression analysis for the influence of teaching competence on academic learning of OTM students of government owned polytechnics, Lagos State**

### a. Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .657 <sup>a</sup> | .431     | .424              | .31955                     |

a. Predictors: (Constant), Effectiveness, Efficiency, Quality of teaching

### b. ANOVA<sup>a</sup>

| Model |            | Sum of Squares | Df  | Mean Square | F      | Sig.              |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1     | Regression | 19.196         | 3   | 6.399       | 62.664 | .000 <sup>b</sup> |
|       | Residual   | 25.323         | 248 | .102        |        |                   |
|       | Total      | 44.519         | 251 |             |        |                   |

a. Dependent Variable: Academic Learning

b. Predictors: (Constant), Efficiency, Effectiveness, Quality of teaching

### c. Coefficients <sup>a</sup>

|       |                     | Unstandardized |            | Standardize  |       |      |
|-------|---------------------|----------------|------------|--------------|-------|------|
|       |                     | Coefficients   |            | Coefficients |       |      |
| Model |                     | B              | Std. Error | Beta         | T     | Sig. |
| 1     | (Constant)          | .987           | .167       |              | 5.917 | .000 |
|       | Efficiency          | .151           | .051       | .183         | 2.962 | .003 |
|       | Effectiveness       | .316           | .053       | .360         | 5.978 | .000 |
|       | Quality of teaching | .222           | .050       | .252         | 4.422 | .000 |

a. Dependent Variable: Academic Learning

The table above presents the results of SPSS analysis for the influence of teaching competence on academic learning of OTM students of government owned polytechnics, Lagos State, Nigeria using SPSS. The Adjusted  $R^2$  was used to establish the predictive power of the study's model. From the results, the adjusted coefficient of determination ( $Adj R^2$ ) of 0.424 shows that teaching competence explained 42.4% of the changes experienced in teaching competence of OTM students of government owned polytechnics, Lagos State, Nigeria while the remaining 57.6% variation in academic learning is attributable to other exogenous factors orientation considered in this study and the effect is statistically significant at 95% confidence interval.

### Discussion, Conclusion and Recommendation

This study disproves the null hypothesis, according to which there will be no discernible impact of teaching quality on OTM students' academic performance at government-run polytechnics in Lagos State, Nigeria. As a result, teaching proficiency has a favorable and considerable impact on OTM students' academic learning at government-owned polytechnics in Lagos State, Nigeria. Empirical investigations provided support for the study's conclusions. For instance, a study that was reviewed supports the idea that a variety of factors influence students' academic achievement. According to research, students' effort/perseverance, academic ambition, prior grades, parents' education, parents' academic ambition for their children, the child's sex, the student's age, peer pressure, and personal effort are all major influences on their academic achievement (Buwah, 2021).

The results of the international PISA 2012, in which Peru participated together with 65 other nations or territories, have been released by the Organization for Economic Cooperation and Development (OECD). The Program for International Student Assessment, or PISA, is administered every three years. It assesses a 15-year-old's aptitude in science, reading, and math. PISA 2012 placed a greater emphasis on mathematics than it did on Reading and Science, presenting more questions in this subject area. A nationally representative sample was examined in Peru. 6035 15-year-old teenagers from 240 secondary schools or other organizations across the nation made up this sample. There were both public and private, urban and rural institutions. While it is true that worldwide comparisons contribute significantly to the discussion of educational quality, they should not be viewed as the only source of information on educational achievements. Peru's performance in the 2012 PISA Mathematics test was poor. The average score for Peru was 368. PISA assigns pupils to one of six levels based on their achievement levels. Peruvian students who have been evaluated are generally at Level 1, however a sizable portion (47%) are below level 1. Peruvian pupils' circumstances in science are comparable to those in math. In addition, on average, pupils are at Level 1 and a score of 373 was attained (Akanbi, 2019).

While our kids performed poorly in PISA 2012 when compared to other Latin American nations that took part in the test, there has been steady improvement over the last 11 years in terms of reading proficiency. The Peruvian average increased from 327 to 384 points between 2001 and 2012. We improved 14 points compared to the previous cycle of PISA 2009, the most among participating Latin American nations (Anazia, 2019).

We discuss research from the PISA study on educational changes and school failure. He asserts that the claim that the PISA report assesses competencies is untrue. The reality is that this assessment doesn't evaluate; rather, it investigates using a competency-based paradigm that isn't only limited to three subjects anymore, but rather to particular parts of these three subjects. As an illustration, language tests do not mean that the student must always write a minimum amount of text. The only options available to students are objective exams of text type, which are frequently inferred by chance. Since there is no such thing as a "group," these tests are being conducted on populations that are not representative of the group and do not even measure what they claim to measure. No matter how many experts insist on using these kinds of very standardized tests to explain the same thing that they might argue without them, the diversity of kids, teachers, families, educational centers, autonomous communities, and countries is so great that it invalidates them. Actually, they don't help to promote education, especially when media content is completely superficial and lacking in intellectual rigor (Amie-Ogan, 2020).

In this line, stresses that these examinations "do not assess the complexity of human learning, but the behaviors of training in themes that become the cornerstone of the curriculum content," citing SIMCE (System for Measuring the Quality of Education, Mexico). This philosophy accepts a subpar and misleading understanding of pupils' progress by using assessments like SIMCE. Exams are not used to address "school failure," and improving educational systems does not result from taking tests continuously. Failure and success are market notions that have never been thought of in the context of education, and we must avoid the strong negative connotations that both of them have. We saw a positivist bias, which a researcher once put this way: "What fits best in the method, which is best measurable, is examined, whereas what is not so easily quantifiable is invisible." PISA has the advantage in this scenario of being clear about its methodology, which means it doesn't attempt to evaluate education as a whole or even make assessment the most crucial element of education (Liebowitz, 2019).

The means or techniques teachers employ to help pupils engage in an experience, master a skill or process, or gain knowledge in a particular subject are known as teaching methods. The following functional elements could be used to further categorize methodological competencies: the ability to adapt to efficient working practices; the ability to analyze the task at hand; the ability to start the process; the ability to complete the task; and the ability to evaluate one's working practices (Morris, 2018). Lesson presentations in public senior secondary schools could employ many pedagogies. Among these tactics are group projects, role plays, lectures, expositions, collaboration, critical thinking, problem-solving techniques, games and simulations, instructional scaffolding, excursions, and exploration and inquiry in the classroom. The discussion/question-and-answer approach makes use of the skill of gathering data and inspiring thought and elaboration at all levels of human reasoning to accomplish a certain goal. The audio-visual explanation of an idea, process, or product must be displayed in the instructional situation when using the demonstration method of teaching. It entails performing an activity so that students can see how something is done and being shown, doing, and explaining the point of emphasis in order to help prepare them to apply theory practically (Barnes, 2018).

As a result, the study makes the following recommendation: Given that teaching competence has a positive and significant impact on OTM students' academic learning at government-owned polytechnics in Lagos State, Nigeria, management of these institutions should pay special attention to updating their course offerings and providing teachers with the necessary training to improve the students' learning. Additionally, the study offers data that subsequent researchers can utilize to support the empirical inputs in their own research.

## References

- Anie S. O. (2011). *The Economic and Social Benefits of ICT Policies in Nigeria*. Library Philosophy and Practice, (1), 125.
- Buba M. M., & Hamman H. (2020), *An Appraisal of Availability of Human and Material Resources for Teaching and Learning Office Technology and Management Courses in Polytechnics in Adamawa State, Nigeria*. Nigerian Journal of Business Education (NIGJBED), 7(1) 50-63.
- Daniel M. C., & Anne S. K. (2021). Accessibility and Utilization of Information Communication Technology Infrastructure on Teaching and Learning of Engineering Courses in Polytechnics in Kenya. *European Journal of Research and Reflection in Educational Sciences*, 9(1), 57-54.
- Geminastriti S., Syarifuddin D. (2021). Jamaluddin A., E-learning in COVID-19 Situation: Students' Perception. *EduLine Journal of Education and Learning Innovation*, 1(1)
- Inguva P., Lee-Lane D., Teck A., Anabaraonye B., Chen W., Shah U. V., & Brechtelsbauer C. (2018). *Advancing experiential learning through participatory design*. Education for Chemical Engineers, 25, 16-21.
- Kenni A. M. (2020) Analysis of students' performance in chemistry in the west African senior school certificate examination (WASSCE) and national examination council (NECO) from 2015-2018. *International Journal of Research and Analytical Reviews*, 7(1), 35-49.
- Nchuchuwe F. F. & Etim F. (2020). Human capital development and service delivery in Lagos State: A study of selected ministries. *Asian Journal of Advanced Research and Reports*, 12(2), 10-19.
- Neumann K., Kind V., & Harms U. (2019). Probing the amalgam: the relationship between science teachers' content, pedagogical and pedagogical content knowledge. *International Journal of Science Education*, 41(7), 847-861.
- Octaberlina L. R., & Muslimin A. I. (2020). EFL students' perspective towards online learning barriers and alternatives using Moodle/Google Classroom during COVID-19 pandemic. *International Journal of Higher Education*, 9(6), 1-9.
- Okegbemiro J. O. (2021). *Effects of Blended and E-Learning on Academic Achievement of Business Education Students in Word Processing* (Doctoral Dissertation, Kwara State University, Nigeria), 9-15.
- Salisu M., & Inuwa U. (2019). Factors Enhancing the Implementation of Business Education Curriculum in Colleges of Education in North Eastern Nigeria. *ATBU Journal of Science, Technology and Education*, 7(4), 300-308.

## Organizational Training and Work Quality of Administrative Staff of State-Owned Polytechnics, Oyo State, Nigeria

<sup>1</sup>Tolulope Elizabeth ADENEKAN, PhD & <sup>2</sup>Rukayat Oyeyemi AKINPELU

Department of Information Management, Lead City University, Ibadan

<sup>1</sup>Lizzyadenekan@gmail.com; +234-8033562360

<sup>2</sup>rukayatadegbite@gmail.com; +234-8064870453

### Abstract

*Organizational Training (OT) is a critical process that enhances the work quality (WQ) of administrative staff (AS) of higher institutions globally. However, studies have shown that the quality of work being carried out by the AS in Oyo State-owned polytechnics is perceived to be below standard. With this weakening, their performances have aggravated into poor service delivery and delays in attending to students' requests. Hence, this study investigated the influence of OT on the WQ of AS in state-owned polytechnics in Oyo State. Cross-sectional survey research design was adopted. The population consists of 1,509 AS from the three polytechnics in Oyo State with a sample size of 307 staff determined through Raosoft (2004). Simple random sampling technique was adopted for the purpose of the study. A validated questionnaire was used to collect the data. The reliability co-efficient for the constructs ranged from 0.74 to 0.81. The data collected was analysed using descriptive and inferential statistics. Findings revealed that OT had a significant influence on WQ ( $\text{Adj. } R^2 = 0.356$ ,  $F(3,257) = 49.008$ ,  $p = 0.000$ ). This study concluded that OT significantly influences the WQ of AS in state-owned polytechnics in Oyo State, Nigeria. It was recommended that management of Oyo State polytechnics should ensure there is adequate OT for AS performance while they continue to implement more strategies such as attending educational seminars, local summits as well as international summits in order to acquire new knowledge which will impact the WQ of AS in Oyo State-owned polytechnics.*

**Keywords:** Administrative Staff; Organizational Training; Tertiary Institution, Work Quality;

### Introduction

It is a proven fact that the productivity and success of every organization depends largely on the quality of work by the employees of the organization. No matter the high level of technological adoption in an organization, poor performance and failure of the employees will unavoidably lead to poor performance and failure of the organization. Thus, the need



to efficiently and effectively manage the human resources in the organization becomes inevitable. This is done to ensure the organization fulfill the purpose of its existence, that is, achieve its organizational goals and objectives. The performance of human resources, in an organization is influenced by many factors; ranging from the company's overall policy, to working conditions, to promotion and incentives made available, to training and development of the employees, to employee's relationships with their employer. Most times, it is up to the employee on how well he decides to perform irrespective of other external factors that may directly or indirectly affect his decision.

Work quality is one out of the most important factors affecting the organization sustainability, growth and expansion. Administrative staff are involved in day-to-day activities such as filing of documents, keeping of records, attending to students and other people when needed. When administrative staff are performing optimally, work quality is improved in State-owned polytechnic, Oyo State. However preliminary investigation revealed that work quality in State-owned polytechnic in Oyo State is on the declined. As a result, it may lead to more issues such as poor quality of work such as students not receiving documents needed as when due, which also affect the service quality rendered to students. Organizational training has been identified as one of the factors that influence work quality positively. Administrative staff were perceived to be under-trained in State-owned polytechnics, Oyo State. Their task delivery and quality of work is not encouraging, not having access to certain trainings and skills such as ICT skills, administrative skills and automated office equipment handling skills are the main problems causing setback for them to get their work done efficiently and effectively.

Many studies have been carried out on how organizational training impacted job performance in polytechnics and attributed the success of job performance to organizational training (Paul & Audu, 2019; Chahtli, Batool & Javed, 2018).

## **Literature Review**

Employment, parenting, physical activity, and health are just few of the many fields where self-determination theory has been found applicable. Studies have shown that those who are very self-determined are more likely to achieve success in a wide range of endeavours. The self-determination theory states that human progress and change are motivated by three basic and universal psychological needs. Individuals can develop a sense of agency if their needs for independence, competence, and social belonging are satisfied, as proposed by this theory. The creation of SDT owes a great deal to the field of research on intrinsic motivation (Nel, Kirsten, Swanepoel, Erasmus & Jordaan, 2012). Intrinsic motivation is defined as initiating an activity for its own sake, rather than with the intention of achieving

some external purpose (extrinsic motivation). There is a taxonomy of motives that describes them in terms of how much they are internalized. The term "internalization" refers to the process of consciously seeking to assimilate previously external behavioural guidelines and transform an extrinsic incentive into personally endorsed values. (Oxford Online Dictionary, 2015).

Studies have expanded on the divide between intrinsic and extrinsic motivation, proposing three key intrinsic demands connected with agency (Poole, & Sheehan, 2015). There are three fundamental psychological needs that must be met in order for an individual to be motivated to take action and to have their unique psychological needs met. It is believed that these three needs—to feel independent, capable, and connected—are basic to every human being. To improve one's own well-being and one's performance in groups and society, "Self-Determination Theory explains the extrinsic motivational factors (internalization and integration) and the intrinsic motivational factors (autonomy, competence, and relatedness) that support behavioural self-regulation and personality development." According to research done in the 1970s and 1980s on motivation (Carlsson, Jacobsson, Holme'n, & Rickne, 2015), this idea emerged. The foundations of the theory may be traced back to Deci and Ryan's seminal work from 1985, and it has progressed and solidified in that time (Deci, 1971).

Self-determination theory (SDT) is an expansive explanation of human personality and motivation that emphasizes the importance of and people's responsiveness to their social contexts. Personality, social and cognitive growth, and responses to various situations are all influenced by a combination of intrinsic and varied extrinsic motives, which are explained and described by SDT. It describes how human motivation grows and how that changes how people act and feel. An individual's need for a sense of autonomy, competence, and connectedness, are three of the most fundamental needs in human psychology (i.e., apply across individuals and situations). However, depending on the situation, culture, or experience, some needs may be more pressing than others at some times. In order to function and develop to their full potential, SDT identifies three fundamental needs.

**Autonomy:** One definition of autonomy is the requirement to feel willing in one's activities. People need to believe that they are in charge of their own fate, that they have some degree of control over their life, and, most crucially, that they are in charge of their own actions. The level of autonomy an employee has can also affect his/her performance in the workplace, the autonomy the employee has when applying the skills learnt during training. During task engagement, autonomy-supportive communications are proven to

produce favorable feelings of competence and autonomy, which in turn predict intrinsic motivation as measured behaviorally and through self-report. In order for a employees to fully benefit from their training, it is crucial that they feel they have the freedom to pursue activities of their own volition. By giving the employees autonomy, fostering their inner motivating resources entails respecting their views and recommendations (such as using the employees' point of view when carrying out a task) and decision, supplying justifications to support the meaningfulness of taking decisions by themselves (Legault, 2017).

**Competence:** Another requirement is competence, which refers to an employee's accomplishments, knowledge, and abilities. People need to increase their skill and mastery in tasks that are essential to them. Competence refers to one's need to experience effectiveness in one's interactions with the world. Competence underlies the seeking out of optimal challenge and the development of capacities. In SDT, structure is seen as supporting competence support when instructors set clear expectations for the students and model consistent contingencies for behavior. Examples of consistent contingencies for behavior include acting the same way no matter how well the students perform on a task, providing feedback and assistance that is efficacy-relevant, and monitoring the class as a whole (e.g., ensuring that students are paying attention)(Richard, Ryan & Lonsdale, 2020).

**Relatedness:** People need to have a sense of belonging and connectedness with others; each of us needs other people to some degree.<sup>43</sup> Relatedness concerns a sense of belonging and connection. When instructors take the time to express how much they enjoy working with their students, they show affection (by showing that they care about them), attunement (by showing that they are familiar with them), dependability (by being there for them when they need them), and resource commitment (e.g., spending time and talking with the trainees). This also applies in the case of employer to employee, in a situation where the employer has more knowledge on the task to be performed by the employee, the employee needs a sense of relatedness with the employer in order to get the work done well with the help/supervision of the employer.

Individual variations in how well each need—autonomy, competence, and relatedness needs—has been met—or resisted—lead to disparities in their performance at work. Individuals differ primarily in two areas: causality orientations and aspirations or life objectives. In order to enhance motivation, performance, and well-being of individuals in companies, competition, and society, SDT begins with an understanding of the causes of intrinsic motivation and the human propensity toward learning and creativity. As a matter of fact, Individuals can experience intrinsic motivation at work, which comes in the form of

autonomy, acknowledgment, expense preference, trust, and empowerment. Particularly, intrinsic motivation refers to a person's predisposition for absorption, mastery, spontaneous curiosity, and exploration, all of which are crucial to cognitive and social growth for happiness and vitality throughout life.

Careful deliberation is required when deciding how much emphasis to place on extrinsic incentives, as too few can give the appearance that workers are not valued or compensated and recognized appropriately, and too many can weaken inner drive. Managers should cater to their employees' need for personal growth by providing them with opportunities to exercise discretion and independence. Managers' own sense of autonomy has a positive effect on employee autonomy, leading to higher levels of both performance and dedication to the company. When compared to having goals assigned to them by management, employees are more motivated and productive when they set their own, self-developed, and regulated goals.

Self-determination theory is a motivational theory that is frequently used in the field of education or learning. The central idea of self-determination theory is the contrast between intrinsic and extrinsic motivation. A student is intrinsically motivated, for instance, if they study because they have an intellectual curiosity and a want to learn about the unknown. On the other hand, a student is said to be extrinsically motivated if they study in order to obtain something external, like a prize. Despite being a popular motivational theory, particularly in the area of education, self-determination theory is not without issues and challenges. Self-determination model, continuum, and scale: As complicated beings, we are rarely motivated by just one kind of desire. What people seek and require is influenced by a wide range of motives, preferences, and ideas. Therefore, thinking of motivation as lying on a spectrum from intrinsic to extrinsic can be useful. On the strength of this discussion, the study hypothesized that:

**H<sub>0</sub>1:** There will be no significant influence of organizational training on work quality of administrative staff in State-owned polytechnics in Oyo State, Nigeria.

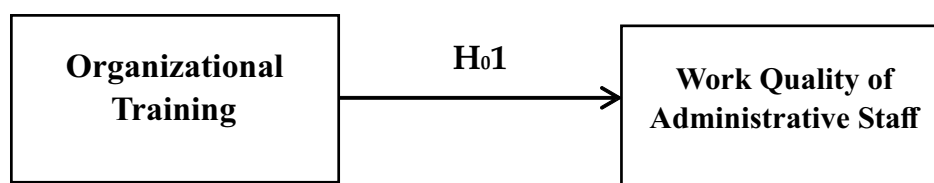


**Fig 1: Researcher Conceptual Model, 2022**

Previous research has consistently demonstrated a positive association between HRM practices and product quality (Purcell et al. 2013). According to (Guest 2017), training and development programmes have a positive effect on the quality of workers' knowledge, skills, and competence. There will be an increase in productivity as a result. Last but not least, this connection helps businesses achieve remarkable results. According to the results of the study (Farooq & Aslam, 2011), there is a positive correlation ( $r=.233$ ) between training and employee productivity. This finding suggests that the company's ability to immediately respond to the demands of its employees in relation to their occupations is crucial to the company's success in maximizing the returns on its investment. Only via training can an employee's gaps in knowledge and skills be filled, allowing them to contribute more effectively to the achievement of the company's goals. In addition, the research conducted by (Sultana et al. 2017) found that training programmes account for 50.1% of the variation in employee performance in Pakistan's telecom business. The T-value of 8.58 further substantiates the idea that training is a reliable predictor of future performance in the workplace.

"Bridging the performance gap," as defined by (Swart et al., 2015), is the process of providing employees with training that is directly related to their job responsibilities in order to increase their proficiency in those areas and thus their productivity on the job. He elaborates by stating that the realisation that people are underperforming and that they must modify their knowledge, abilities, and attitudes in order to meet the needs of the business is made possible through training. A number of variables, such as an employee's lack of confidence in their own abilities, motivation to put those abilities to use, and work-life balance issues, can contribute to poor performance on the job. To address all problems, boost employee enthusiasm, and meet performance standards, the organisation must carefully consider all of the aforementioned considerations when selecting the most appropriate training intervention. High-quality training programmes that motivate workers and cater to their needs are what allow for such exceptional performance (Swart et al., 2015).

Effective training programmes has been linked to rise in employees' job-related capacities (Wright & Geroy, 2016). Employees get the skills, knowledge, and outlook they'll need to succeed in their present and future roles, and the organisation benefits from their increased productivity. Training helps workers develop the abilities necessary to do their jobs well and to meet the challenges of their industry so that the organisation can succeed. Employee performance is influenced not only by the company's policies and procedures, but also by the group dynamics, corporate culture, organisational structure, job design, performance evaluation methods, and power and politics inside the business. Employee performance



will suffer if the company is having any of the aforementioned problems, and it won't be because of any lack of skill or dedication on the part of the staff. Training's success and its positive effect on workers' productivity depend on taking these things into account (Wright & Geroy, 2016). Employees do better and are more loyal to the company when they feel that their efforts are appreciated (Eisenberger et al., 1986). Productivity increases alongside the success of a training programme (Bartel, 2014). It is the role of managers to identify the variables that restrict the efficacy of training programmes and to take the efforts necessary to lessen their impact on employee performance in order to facilitate this interaction (Swart et al., 2015). According to Ahmad & Bakar, (2018), if training leads to meaningful learning outcomes and improves performance at both the individual and organisational levels, then the degree of employee engagement will also witness an increase.

Another study examined the correlation between training and promotion opportunities and employee job performance and motivation to work (Siswoyo, Supardi & Udin, 2020). Researchers surveyed 215 people at the National Education Office for the South Lampung Regency. The quantitative survey approach is used in this study's design, and the structural equation model (SEM) implemented in Amos 24 is the analytical backbone. Findings suggest (a) training and promotion positively impacted work motivation, (b) training, promotion, and work motivation positively impacted job performance, and (c) work motivation did not play a major role in moderating the effect of training and promotion on job performance. Employee performance can be improved by both training and job promotions, although promotions have a greater direct impact on productivity on the job. A further option is to provide employees with the opportunity to participate in training on a regular basis. Employee performance in the workplace can be enhanced through the provision of career development opportunities.

## **Methodology**

The study adopted descriptive design but used the survey approach with the use of questionnaire as instrument of data collection. Oyo State has three (3) State Polytechnics that were used for this study. The Polytechnic, Ibadan in Ibadan North, The Oke-Ogun Polytechnic, Saki in Saki West and The Ibarapa Polytechnic, Eruwa in Ibarapa. The sample size of this study was (307) made up of administrative staff of the three state-owned polytechnics in Oyo State which represented the total population.



## Result

Multiple linear regression analysis was used to test the null hypothesis that there will be no significant influence of organisational training on the job quality of administrative employees in State-owned polytechnics in Oyo State. Values from the organisational training sub-measure were used to do a regression analysis on work quality values. As with the data for the organisational training (independent variable), the work quality of the administrative staff (dependent variable) was obtained by adding the responses of all items used to measure the variable. The regression test results are presented in Tables 4.1a-c.

**Table 4.1a -c: Summary of regression analysis for the influence of organisational training on work quality of administrative staff in State -owned polytechnics in Oyo State**

### a. Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .603 <sup>a</sup> | .364     | .356              | .38077                     |

a. Predictors: (Constant), ICT skill, Administrative skill, Automated office equipment handling skill

### b. ANOVA<sup>a</sup>

| Model |            | Sum of Squares | df  | Mean Square | F      | Sig.              |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1     | Regression | 21.317         | 3   | 7.106       | 49.008 | .000 <sup>b</sup> |
|       | Residual   | 37.262         | 257 | .145        |        |                   |
|       | Total      | 58.579         | 260 |             |        |                   |

a. Dependent Variable: Work Quality

b. Predictors: (Constant), EHTRAIN, ICTRAIN, ASTRAIN

**a. Coefficients<sup>a</sup>**

|       |                           | Unstandardized |            | Standardized |       |      |
|-------|---------------------------|----------------|------------|--------------|-------|------|
|       |                           | Coefficients   |            | Coefficients |       |      |
| Model |                           | B              | Std. Error | Beta         | t     | Sig. |
| 1     | (Constant)                | 1.032          | .203       |              | 5.079 | .000 |
|       | ICT Skills                | -.008          | .062       | -.008        | -.129 | .897 |
|       | Administrative skills     | .176           | .082       | .153         | 2.139 | .033 |
|       | Equipment handling skills | .469           | .063       | .498         | 7.401 | .000 |

a. Dependent Variable: Work Quality

b. (Constant) ICT skill, Administrative skill, Automated office equipment handling skill

**Source: Researcher's Field Survey Data (2022)**

From the results in Table 4.1a, organisational training has moderately-high positive relationship with the Work Quality of administrative staff of State-owned polytechnics in Oyo State ( $R = 0.603$ ). The coefficient of determination (Adj.  $R^2$ ) of 0.356 shows that organisational training explains 35.6% of the changes in Work Quality of administrative staff of State-owned polytechnics in Oyo State, while the remaining 64.4% changes in Work Quality of administrative staff is explained by other extraneous factors other than those examined in this study. Table 4.1b presents the results of ANOVA (overall model significance) of regression test which revealed that organisational training has a significant influence on Work Quality of administrative staff of State-owned polytechnics in Oyo State. This can be explained by the F-value (49.008) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that organisational training taking place in State-owned polytechnics in Oyo State significantly influenced the Work Quality of administrative staff in the institutions.

Furthermore, the results of regression coefficients in table 4.1c, revealed that at 95% confidence level, a unit change in administrative skill training will lead to a 0.176 increase in the Work Quality of administrative staff of State-owned polytechnics in Oyo State, given that all other factors are held constant. Also, a unit change in equipment handling skills training will lead to a 0.469 increase in the Work Quality of administrative staff of State-owned polytechnics in Oyo State, given that all other factors are held constant. Of all the organisational training sub-variables examined, ICT skill have an insignificant relative influence while Equipment handling skills training has the highest significant relative influence followed by administrative skill training. On the strength of this result ( $\text{Adj. } R^2 = 0.356$ ,  $F(3,257) = 49.008$ ,  $p = 0.000$ ), this study rejects the null hypothesis one ( $H_01$ ) which states that there will be no significant influence of organisational training on work quality of administrative staff of State-owned polytechnics in Oyo State, Nigeria.

## Discussion, Conclusion and Recommendations

The findings of hypothesis one reveal that there is significant influence of organisational training on work quality of administrative staff of State-owned polytechnics in Oyo State, Nigeria. Hence, the findings of hypothesis one found support in prior empirical studies. For instance, quality of the workers' knowledge, skills, and competence are positively impacted by training and development programs, according to (Guest 2017), who discussed this in his study. This leads to greater employee performance at work. In the end, this relationship supports exceptional organizational performance. The study's findings (Farooq & Aslam, 2011) show a favorable association ( $r = .233$ ) between training and worker performance. We may thus draw from this result that the company cannot increase returns without making the best use of its human resource, and that this can only occur when the company is able to promptly address the needs of its employees with regard to their jobs. The only approach to identify an employee's unmet needs and then develop their necessary competence level so they can work effectively to meet organizational objectives is through training. Additionally, the study by (Sultana et al. 2017) that looked at Pakistan's telecom industry produced an  $R^2$  of .501, meaning that training initiatives are responsible for 50.1% of the variation in employee performance. Further evidence that training is an effective predictor of employee success comes from the T-value of 8.58.

According to Swart et al., (2015), closing the performance gap the process of providing employees with training that is directly related to their job responsibilities in order to increase their proficiency in those areas and thus their productivity on the job. He elaborates by stating that the realisation that people are underperforming and that they must modify their knowledge, abilities, and attitudes in order to meet the needs of the

business is made possible through training. A number of variables, such as an employee's lack of confidence in their own abilities, motivation to put those abilities to use, and work-life balance issues, can contribute to poor performance on the job. To address all problems, boost employee enthusiasm, and meet performance standards, the organisation must carefully consider all of the aforementioned considerations when selecting the most appropriate training intervention. High-quality training programmes that motivate workers and cater to their needs are what allow for such exceptional performance (Swart et al., 2015).

Effective training programmes can lead to a shift in staff members' capacities, proponents argue (Wright & Geroy, 2016). Employees get the skills, knowledge, and outlook they'll need to succeed in their present and future roles, and the organisation benefits from their increased productivity. Training helps workers develop the abilities necessary to do their jobs well and to meet the challenges of their industry so that the organisation can succeed. Employee performance is influenced not only by the company's policies and procedures, but also by the group dynamics, corporate culture, organisational structure, job design, performance evaluation methods, and power and politics inside the business. Employee performance will suffer if the company is having any of the aforementioned problems, and it won't be because of any lack of skill or dedication on the part of the staff. Training's success and its positive effect on workers' productivity depend on taking these things into account (Wright & Geroy, 2016). Employees do better and are more loyal to the company when they feel that their efforts are appreciated, as reported by (Eisenberger et al., 1986). Productivity increases alongside the success of a training programme, as stated by (Bartel, 2014). It is the role of managers to identify the variables that restrict the efficacy of training programmes and to take the efforts necessary to lessen their impact on employee performance in order to facilitate this interaction (Swart et al., 2015). According to (Ahmad & Bakar, 2018), if training leads to meaningful learning outcomes and improves performance at both the individual and organisational levels, then the degree of employee engagement will also rise. Results are consistent with the findings of the study (Kim, 2016).

Another study looked at the correlation between training and promotion opportunities and employee job performance and motivation to work (Siswoyo, Supardi & Udin, 2020). Researchers surveyed 215 people at the National Education Office for the South Lampung Regency. The quantitative survey approach is used in this study's design, and the structural equation model (SEM) implemented in Amos 24 is the analytical backbone. Findings suggest (a) training and promotion positively impacted work motivation, (b) training, promotion, and work motivation positively impacted job performance, and (c) work motivation did not play a major role in moderating the effect of training and

promotion on job performance. Based on the findings, organisations of all sizes may agree that doing a good job is crucial to their success. Given the importance of performance in determining an organization's success, it is essential that the administrative staff at the polytechnics in the state of Oyo receive more training and learn more about their jobs. On the other hand, organizational training influence job performance by helping to enhance employee skills, knowledge and abilities in order to achieve the institutions set out objectives. Also, regular training, and exposure to proper training programmes like seminars, team training and staff mentoring will remind them on the appropriate knowledge to be acquired and will also create opportunity for the staff on how to make use of the method in executing their job to improve performance. It was recommended that management of Oyo State polytechnics should ensure there is adequate organizational training for administrative staff work quality while they continue to implement more strategies such as attending educational seminars, local summits as well as international summits in order to acquire new knowledge which will impact the work quality of administrative staff in Oyo State-owned polytechnics.

## References

- Ahmad, Z.K., & Bakar, R.A. (2018), The association between training and organisational commitment among the white-collar workers in Malaysia. *International Journal of Training and Development*, 7 (3), 166-85.
- Bartel, A.P. (2014). Productivity gains from the implementation of employee training programs. *Industrial Relations*, 33, 411-25.
- Chahtli, R., Batool, N., & Javed, U. (2018). Impact of Training and Development on Employees' Perceived Performance and Productivity. *Palarch's Journal of Archaeology of Egypt/Egyptology*, 18(14), 688-697.
- Deci, E. L. (1971). Effects of Externally Mediated Rewards on Intrinsic Motivation. *Journal of Personality and Social Psychology*, 18, 105–115.
- Eisenberger, R., Huntington, R., Hutchinson, S., & Sowa, D. (1986). Perceived organisational support. *Journal of Applied Psychology*, 71(3), 500-7.
- Guest, D. (2017). Human resource management and performance: a review and research agenda. *International Journal of Human Resource Management*, 8(3), 263-76.
- Kim, S. (2016). Public service motivation and organizational citizenship behavior in Korea. *International Journal of Manpower*, 26(8), 722-40.
- Legault. (2017). *Self-Determination Theory*, Clarkson University, Potsdam, NY, USA. DOI: 10.1007/978-3-319-28099-8\_1162-1

- Nel, P. S., Kirsten, M., Swanepoel, B. J., Erasmus B., & Jordaan, B. (2012). *South African Employment Relations*, (7th ed.). Pretoria: Van Schaik.
- Oxford Online Dictionary. Accessed 18 December 2022. *The Oxford Dictionaries Word of the Year 2015*, Available at: <http://oed.com/html>.
- Paul, G. D., & Audu, L. S. (2019). Effects of Training of Academic Staff on Employees' Performance in Federal Polytechnics, Nigeria. *International Journal of Engineering Technologies and Management Research*, .6(9), 1-21.
- Poole, D., & Sheehan, T. (2015). Strategies for Managing the Global Brain Drain. *Knowledge Management, Review* 9(2), 22–25.
- Purcell, J., Kinnie, N., Hutchinson, S., Rayton, B., & Swart, J. (2003), *Understanding the People and Performance Link: Unlocking the Black-Box*. Research Report, CIPD, London.
- Richard, M., Ryan, & Lonsdale, C. (2020). Self-Determination Theory Applied to Physical Education: A Systematic Review and Meta-Analysis. *Journal of Educational Psychology*, 112(7).
- Siswoyo, H., Supardi, S. & Udin, U. (January, 2020). The Effect of Training and Job Promotion on Work Motivation and Its Implications on Job Performance: Evidence from Indonesia. *Management Science Letters*, 10.
- Swart, J., Mann, C., Brown, S., & Price, A. (2015), *Human Resource Development: Strategy and Tactics*, Elsevier Butterworth-Heinemann Publications, Oxford.
- Wright, P., & Geroy, D.G. (2016). Changing the mindset: the training myth and the need for word-class performance. *International Journal of Human Resource Management*, 12(4), 586-600.



## **Institutional Support as a Factor Influencing Service Delivery by Registry Staff in Federal Tertiary Institutions, Oyo State, Nigeria.**

**<sup>1</sup>Eseza Akiror ERWAT and <sup>2</sup>Titilayo Juliet SODIYAN**

Department of Information Management, Lead City University, Ibadan, Oyo State,  
Nigeria.

<sup>1</sup>erwat2002@yahoo.com; 08037278848

<sup>2</sup>titilayosodiyan@gmail.com; 07066465706

### **Abstract**

*Service delivery is an important pursuit for service providers who long to create and provide value to their customers. However, it is worthy of note that registry staff in federal tertiary institutions, Oyo State, Nigeria have been battling with problems of poor service delivery due to insufficient institutional support factors from the management. This prompted this study to investigate Institution Support as factors influencing Service Delivery by Registry Staff in Federal Tertiary Institutions, Oyo State, Nigeria. The study adopted a descriptive and cross-sectional survey design. The population of the study was 197 registry staff of federal tertiary institutions, Oyo state, Nigeria. The study adopted a structured questionnaire. Validity of the instrument was done by the supervisor and other experts in the field. The reliability test of the questionnaire was 0.727 Cronbach Alpha coefficient. Out of 197 copies of questionnaires administered, 163 were recovered which represents 91.61% response rate. Data were analyzed using descriptive and inferential statistics. Findings revealed that institutional support significantly influenced service delivery of registry staff in federal tertiary institutions, Oyo State, Nigeria ( $Adj.R^2 = 0.100$ ,  $F(3.159) = 7.015$ ,  $p = 0.000$ ). This study concluded that Institutional Support Influence Service Delivery of Registry Staff in Federal Tertiary Institutions, Oyo State, Nigeria. The study recommended that the management of the institutions should consistently provide institutional support and particularly invest in ICT to enhance service delivery of registry staff.*

**Keywords:** Institutional Support, Registry Staff, Service Delivery.

### **Introduction**

Service delivery is an important pursuit for service providers who long to create and provide value to their customers. By providing high levels of service, organizations are placed at an edge to achieve increased customer satisfaction, loyalty which eventually brings about long-term profitability. In the bid to provide high standard of service or create value for customers, service organizations need to plan the delivery of their services and to

ensure the successful implementation of the actual plan. Service delivery systems normally should be able to produce several positive outcomes, ranging from reduced costs, and increased availability of efficient operations, improved service quality and optimum customer experience. Service delivery refers to the actual delivery of a service and products to the customers or clients (Cooper, 2006). It is therefore concerned with the where, when, and how service/product is delivered to the customer and whether this is fair or unfair in nature. The service concept defines the “how” and the “what” of service design, and helps mediate between customer needs and an organization's strategic intent.

Service delivery can also be defined as any contact with the public administration during which customers/citizens, residents or enterprises seek or provide data, handle their affairs or fulfill their duties (Shenga, 2019). These services should be delivered in an effective, predictable, reliable and customer-friendly manner. Service delivery is a comparison of expectations with performance. A business with high service delivery will meet customer needs whilst remaining economically competitive. Improved service delivery may increase economic competitiveness. This aim may be achieved by understanding and improving operational processes; identifying problems quickly and systematically; establishing valid and reliable service performance measures and measuring customer satisfaction and other performance outcomes. Service delivery has been defined as customers' overall assessment of service or consumers' overall impression of the relative inferiority/superiority of an organization and its services. This extends to the gap between customers' expectations of service and their perception of the service experience. The efficient and effective services offered by the registry staff should help the academic staff to perform their duties with ease and to enable students to attain expected satisfaction from the registry. The expected duties of registry staff has to do with interview, selecting, recruiting, training and re-training, staff promotion, remuneration, termination and resignation or retirement issues of staff. Service delivery is considered as an important tool for a firm in a competitive environment to differentiate itself from its competitors (Ashill, 2009).

The relevance of good service delivery to an organization is emphasized especially the fact that it offers a competitive advantage to organizations that strive to improve it and hence brings customer satisfaction. Service delivery has received a great deal of attention from both academicians and practitioners and services marketing literature. Service delivery is defined as the overall assessment of a service by the customer (Wilson, 2008). Understanding service delivery must involve acknowledging the characteristics of service which are intangibility, heterogeneity and inseparability. That way, service delivery of registry staff in federal tertiary institutions would be easily measured as they create,

manage, and maintain students' academic records, class schedules, course schedules and every area of students' registration. Due to rapid expansion of the use of information and communication technologies, electronic service delivery is an effective means to attain better service delivery such as easy creation, processing, delivery (use) and archival of records. It is also a means to reduce costs, both in time and money for stakeholders including the government.

The formulation of manpower policies and taking detailed study of financial incentive programmes cannot be overruled. Registry staff duties further includes academic operations, creation and processing (maintenance) of students' records, course schedules, class enrollment, registration processes, results and keeping records of students' information such as grades and marks and so on. Policies and regulations in an institution come as the guiding principles that enhances the registry staff to function properly.

Poor institutional support is another factor which constraints registry staff to perform their duties as expected. Due to the large quantity and quality records the federal tertiary institutions in Nigeria generate in their day-to-day activities, it was observed that many files are duplicated in numbers within and across units without control over their creation, causing data redundancy and wasteful spending and bad state of ICT equipment and so on. The rate of misplacement, loss of vital records and the slow pace at which needed records are retrieved from storage is quite frightening. Poor records management such as poor retrieval of students' records, delay in giving students attention, delay in releasing staff information when required which could be as a result of the state of their records condition that has made the registry staff service delivery to be in a low state due to poor training and lack of modern ICT equipment. All of these cause serious impediment in several tertiary institutions. The constraints to provide efficient and effective service delivery was due to several factors which necessitated this study. Institutional support refers to the extent to which government and its agencies give supports to organizations in order to decrease the negative effects of inadequate institutional infrastructure (Al-Enazi, 2016). The supports include implemented policies, programs, financial support, and information which were adapted from Institutional Support Theory. The measures for study are training and development, policies and regulations, and ICT equipment support.

There are inconsistent findings concerning the effects of institutional factors on innovation outcome (Al-Enazi, 2016). Second, the roles of institutional factors are most investigated in the new ventures or international joint ventures (Sheng, 2013). "Institutions directly determine what arrows a firm has in its quiver as it struggles to formulate and implement

strategy". Thus, different from the industry and resource-based views, institution-based view does not look at institutional factors as a "background". The institution-based view that emphasizes on the dynamic interactions between institutions and organizations, how institutions matter becomes more interesting and meaningful, especially in emerging economy.

Institutional support is basically accrued to physical facilities such as the software or processes as provided by the organization to make records management a possibility by delivering their service efficiently. It also involves managers, students, teachers/lecturers, administrative/registry staff (Bell, 2000). Institutional supports can be leveraged to improve service delivery of registry staff in tertiary institutions in Oyo State. In view of the above discussion, this study therefore seeks to examine institutional support as a factor influencing the service delivery of registry staff in Federal Tertiary Institutions, Oyo State, Nigeria.

## **Literature Review**

Service delivery is a concept that has aroused considerable interest and debate in the research literature because of the difficulties in both defining and measuring it with no overall consensus emerging on either. Besides, there are many different definitions of what is meant by service delivery. The most common definition used to define service delivery is the extent to which a service meets customers' needs or expectations. Service delivery can also be defined as the difference between customer expectations of service and perceived service. If expectations are greater than performance, then perceived quality is less than satisfactory and the result is customer dissatisfaction (Parasuraman, 1988).

Most of the researchers have recognized and used the service delivery measuring model in a variety of industries such as the service delivery model improved by. The service delivery model suggested different dimensional structure of perceived service delivery, reliability, responsiveness, service efficiency and effectiveness as the instruments for measuring the service delivery. Reliability was referred to as ability to handle clients' service issues, performs the services right the first time; offers services on time, and maintain a record of error-free. Moreover, they define reliability as the most significant factor in conventional service. In relation to this study, Reliability would consist of the right order fulfillment; accurate record pertaining to students' data; accurate quote; right in the bill; Results are more accurate than commissions; keep the promise of service. Reliability therefore can be said to be the most significant factor in administrative services. More specifically, in a study by a scholar, SERVQUAL was applied to gather data in some companies, including academic institutions, the students' records and Long Distance Phone Company. It was

found out that there was high reliability in all of these organizations, with the possible exception of some of the values associated with significant dimensions. Reliability is defined as the “ability to perform the promised service dependably and accurately” (Parasuraman, 1988).

Responsiveness: it is defined as the willingness to help provide prompt service. Furthermore, it can also be defined as speed and timeliness of service delivery. This consists of processing speed and service capabilities to respond promptly to students' record issues, and wait a short and queuing time. It would also mean giving the right information or documents when required and to who asks. More specifically, responsiveness is defined as the willingness or readiness of registry staff to provide services. It contains the timeliness of service. It also contains understanding the needs and requirements of the students, easy operation time, individual attention provided by the registry workers, attention to the problem and students' issues in their dealings. Additionally, the SERVQUAL model indicates that satisfaction is related to the size and direction of disconfirmation of a person's experience when he/she faces his/her initial expectations. How the registry staff respond to services, and students' reliability on their services will be used to measure this study because these are the factors that detailed how effective and efficient their work could be. This theory is relevant to service delivery of registry staff because it discussed how important that registry staff must be reliable and responsive in his/her duty so as to be deliver effective and efficient service to the academic environment in federal tertiary institutions in Oyo State, Nigeria. In view of the above discussion, this hypothesis was formulated;

**H<sub>1</sub>:** Institutional Support has positive and significant influence on service delivery of registry staff in Federal Tertiary institutions in Oyo State, Nigeria.

### **Institutional Support and Service Delivery of Registry Staff**

Institutional support is a general reflection of the supports, such as implemented policies, programs, the supports include implemented policies, programs, financial support, and information which were adapted from institutional Support Theory<sup>15</sup> financial support, technical support and other support from the government and its agencies. It is found that institutional support is often used as a moderation or mediation variable. These findings on the roles of institutional support are also inconsistent, which makes it hard to understand the effects of institutional support (Zagenczyk, 2016). One possible explanation may be the difference of research samples. For example, focused on new venture companies. Institutional factors in this study are the school based features that affects the quality of the staff performance within the education sector here in Nigeria.



Institutional supports include areas that affect the persistence of students that an institution may or may not be able to change. Institutional factors include support programs or requirements that an institution sets as standards, practices, or criteria for student participation to meet the conditions as established for graduation (Mihiotis, 2011). Educational institutions in Nigeria are faced with several challenges when it comes to the promotion of educational offers that can improve the country's advancement to a developed status. Institutional factors in terms of support are a crucial construct impacting student educational attainment but practice and research in this area is relatively new and limited (Odaro, 2012). The importance of students' records management in an academic institution is to help the management of the institution to make informed and effective decisions. It also helps them to design relevant policies that will help the growth of the institution. Students' records in tertiary institutions refer to processed data or information relating to particular students whether in a paper or electronic format that offers evidence to the institution about transactions or activities that had occurred between the institution and the students. Any academic institution that fails to attach importance to proper records management would not succeed in its operations since records are needed for daily business transactions. In every academic institution, whether public or private, records management plays a crucial role since they provide evidence of students' registration, admission, proof of attendance, proof of fees paid, deferment of an academic programme, completion of courses, and withdrawal of students through deviant behaviour. Every academic institution needs to have a proper records management system to ensure that records are kept in good condition to be produced when required.

Institutional factors of any institution can be attributed to internal or external environment. Their performance is in two forms such as environmental and organizational. The environmental aspect of the institution may not be totally managed and controlled by the organization. Meanwhile, the institutional factor of an organization level displays the response of an organization towards the business environment as it forms the internal environment of an organization (Roy, 2000). Institutional factors include areas that affect the persistence support of registry staff that an institution may or may not be able to change. Institutional factors include support programs or requirements that an institution sets as standards, practices, or criteria for student participation to meet the conditions as established for graduation. Based on institutional factors, found that organizational strategic orientation, technology, socioeconomic political institutions' pressure, competition, competence, economic constraints, and organizational features are better measures to identify an organization's internal and external environment (Wisniewski, 2001). Institutional factors refer to the school based attributes which affect the quality of the students' performance in the educational sector of the Nigeria economy.



## Methodology

This study adopted a cross-sectional survey design to study the subset of a population at a point in time and to determine the influence of institutional support on service delivery of registry staff in federal tertiary institutions in Oyo State. The research instrument (questionnaire) was administered to 197 respondents out of which 178 was retrieved and 163 was valid. Multiple regression analysis was used to analyze the data with Cronbach Alpha reliability co-efficient of 0.727.

## Results and Discussion

The results and discussion of this study are summarized in the result table below.

Table 1a.

### Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .342 <sup>a</sup> | .117     | .100              | .32546                     |

a. Predictors: (Constant), ICT Equipment Support, Policies, Regulations, Training, Development

Table 1b.

### ANOVA

| Model |            | Sum of Squares | Df  | Mean Square | F     | Sig.              |
|-------|------------|----------------|-----|-------------|-------|-------------------|
| 1     | Regression | 2.229          | 3   | .743        | 7.015 | .000 <sup>b</sup> |
|       | Residual   | 16.842         | 159 | .106        |       |                   |
|       | Total      | 19.071         | 162 |             |       |                   |

a. Dependent Variable: Service Delivery

b. Predictors: (Constant), ICT Equipment Support, Policies Regulations, Training Development

Table 1c

### Coefficients

|       |                      | Unstandardized |            | Standardized |        |      |
|-------|----------------------|----------------|------------|--------------|--------|------|
|       |                      | Coefficients   |            | Coefficients |        |      |
| Model |                      | B              | Std. Error | Beta         | t      | Sig. |
| 1     | (Constant)           | 2.415          | .239       |              | 10.086 | .000 |
|       | Training             |                |            |              |        |      |
|       | Development          | .043           | .070       | .054         | .613   | .541 |
|       | Policies Regulations | .081           | .070       | .099         | 1.148  | .253 |
|       | ICT Equipment        |                |            |              |        |      |
|       | Support              | .162           | .047       | .275         | 3.471  | .001 |

a. Dependent Variable: Service Delivery

**Source: Field Survey, 2022**

### References

- Al-Enazi G. T. (2016). Institutional Support for Academic Stato Adopt Virtual Learning Environments (VLEs) in Saudi Arabian Universities. *Durham University, Durham theses*.
- Bell R., Furco, A., Ammon, M. S., Muller, P., & Sorgen, V. (2000). *Institutionalizing Service-Learning in Higher Education: Findings from a Study of the Western Region Campus Compact Consortium*. Berkeley, CA: University of California.
- Cooper D.R., & Schindler P. S. (2006). *Business Research Methods* (8th Ed). New York: Mc Graw-Hill,
- Mihiotis A., & Dikopoulou, A. (2011), The Contribution of Records Management to Good Governance. *Records Management Journal*. 24(2) 117-123.
- Odaro E. (2012). Causes of Poor Service Delivery in Africa and Their Impact on Development. Consilience: *The Journal of Sustainable Development*. 7(1), 34-45.
- Parasuraman A., Zeithaml, V.A., & Berry, L.L. (1988). SERVQUAL: A Multiple Item Scale for Measuring Customer Perceptions of Service Quality. *Journal of Retailing*, 64, 12-40.
- Rod M., Ashill N. J., Shao J., & Carruthers, J. (2009). An Examination of the Relationship between Service Quality Dimensions, Overall Internet Banking Service Quality and

- Customer Satisfaction: A New Zealand Study. *Marketing Intelligence & Planning*, 27(1), 103–126.
- Roy C., & Seguin F. (2000). The Institutionalization of Efficiency-oriented Approaches for Public Service Management. *Public Product Management Review*, 23(4), 449–468.
- Sheng S., Zhou, K.Z., and Lessassy L. (2013). NPD Speed vs. Innovativeness: The Contingent Impact of Institutional and Market Environments. *Journal of Business Research*, 66(11), 2355-2362.
- Shenga C. (2019). Analysis of Good Performance in Service Delivery in Africa and Factors Influencing Results, University of California,
- Wilson C. (2008). More Companies Recognize the Impact of Learning Centres. St. Louis Post-Dispatch, C8
- Wisniewski M. (2001). Using SERVQUAL to Assess Customer Satisfaction with Public Sector Services. *Managing Service Quality*, 11(6), 380-388.
- Zagenczyk T. J., Scott K. D., Gibney, R., Murrell, A.J., & Thatcher, J.B. (2016). Social Influence and Perceived Organisational Support: A Social Networks Analysis. Organisational Behaviour and Human Decision Processes. *Organisational behaviour and Human Decision Processes*, 111, 127-138.

## **Effects of Ethno-Religious Conflicts on Educational Coverage in Kaduna State: Implications for Socio-Economic Development of Kaduna State**

**JIBIR, Samira & ABDULLAHI Mohammed**

Department of Public Administration, Faculty of Administration,

Nasarawa State University, Keffi, Nigeria

[mohammedabdul@nsuk.edu.ng](mailto:mohammedabdul@nsuk.edu.ng): 08037867095

### **Abstract**

For several decades now Kaduna State has been witnessing an upsurge in ethno-religious conflicts. Ethno-religious conflicts in Kaduna State have created instability and insecurity of the citizens and has remained a constant threat to educational coverage in the State. Other studies has been conducted on the effect of these conflicts on the socio-economic development of the state in general. However, the extent of its effect on educational coverage which is one of the indicators for assessing socio-economic development is vague. Thus, the need to conduct the study. The research used structured questionnaires and existing data to collect the data for analysis. The data were collected from a sample of 400 respondents purposively drawn from Heads of schools in the public primary schools in the three senatorial districts of Kaduna State. An analysis of the collected data revealed that the trend of enrolment has been progressive in the Central Kaduna District and stable in the Northern Kaduna District but regressive in the Southern Kaduna District. It revealed that the spite of ethno-religious conflicts occasioned the trend to an extent. As the Southern Kaduna Districts has had more of the conflicts in the recent times compare to the other districts. The hypothesis that there no significant differences in the Gross Enrolment Rate, Net Enrolment Rate, Gross Intake Ratio, Net Intake Rate and Completion Rate of public primary schools in the Senatorial Districts in Kaduna State was rejected. The study goes to indicate that the conflict to the extent it has affected Kaduna State educational coverage is significant as 8 out of the 23 LGAs education coverage were affected. It is recommended that the State government should increase its security presence in the Southern Kaduna to give assurance to pupils and parents to attend and allow their wards to attend school. The various panel's whitepaper recommendations on the various ethno-religious conflicts in the State should be implemented in full without any form of politicization, so as to curb the

incidence of recurring conflicts and crisis in the State, among others.

**Keywords:** Ethno-Religious conflicts, Educational coverage, Socio-Economic development.

## Introduction

Kaduna State is a multi-ethnic state with over 60 ethnic groups (Salawu, 2010) and it has a significant population of the three dominant religions in Nigeria. For several decades now the State has been witnessing an upsurge in ethno-religious conflicts. There is a consensus of opinion among researchers and observers that the issue of ethnicity and religion in the State are so interwoven to the extent that conflicts between groups in the state tend to be quickly interpreted as ethnic or religious conflicts (Alemika and Okoye, 2002). The re-occurring conflicts in southern Kaduna provides one of the best cases of ethno-religious conflicts in the State. Since the Zango Kataf crisis of May 1992 between the Hausa and the Kataf (a predominantly Christian ethnic group), initially sparked off by a dispute over the relocation of a market (Akin, James and Muhammad, 1999), the State has become a re-occurring flashpoint of one form of ethno-religious crisis or the other.

Ethno-religious conflicts in Kaduna State have created instability and insecurity of the citizens and has remained a constant threat to peaceful co-existence and educational attainment in the State and Nigeria society at large. These ethno-religious conflicts were characterized by violent attacks and killings, loss of business investments, and properties and destruction of public infrastructures, like schools which affects the social and economic activities, of the State. The International Monetary Fund (IMF), (2019) stated that the loss of human life; destruction of infrastructure, human capital, and institutions; political instability; and greater uncertainty associated with conflicts (ethno-religious) can impede investment, education and socio-economic growth; not only during conflict but also afterward, making it difficult to escape the conflict trap. (Collier & Sambanis, 2002).

Conflicts in any of its variant form is noted to have effect on education. It is noted that 82 percent of the reported 113 million children out of school are usually from in crisis and post-crisis countries. This indicated the destructive effect of conflict on participation or access to education (Ngwata, 2002). During conflicts (ethno-religious) all agents of education are affected in these circumstances: the education team, students, family, infrastructure, the school environment, curriculum, and the strategies delivered by teachers. Education systems struggle to deliver education services in such adverse contexts presented during violent conflicts. The implication is that the need for strong

education systems that promote learning, life skills, and social cohesion that can help mitigate the risks associated with such conflicts and help children and youth to succeed is affected. It means that the critical role education can play in facilitating stability, imparting lifelong learning and socio-economic development (Mendenhal, 2014) is in question. And it calls for an analysis on the effect of ethno-religious conflicts on education, especially in Kaduna State.

Ethno-religious conflict and its effects on socio-economic development of Nigeria have been studied extensively within different fields. Most of these studies examine “nature and origin” and root causes” of the conflicts in Nigeria in general, such as those carried out by Salawu (2010); Bashir (2012); and Ushe (2015). Other related studies have been undertaken to address ethno-religious conflicts in Kaduna State such as, Along (2011), Uroko (2018), Lamorde (2018). There are others studies from a socioeconomic perspective looking at the indices of women and economy (Onah, Diara and Uroko, 2018). A critical analysis of majority of the retrieved literature indicated that they look at the ethno-religious conflicts in the state from a predominantly development factor in general and they are theoretical, anecdotal, or instructive in approach. In view of the absence of research reports which link the two constructs of the present paper, that is to say ethno-religious conflicts and education, the following research question arises: what empirical evidence is there regarding the effect of ethno-religious conflicts on children's education, on teachers and, indirectly, on the parents of those children as educational agents in Kaduna State?

### **Objectives of the Study**

In a broad perspective, this study seeks to examine the effects of ethno-religious conflicts on educational coverage in Kaduna and ascertain its implication for socio-economic development of the state. Specifically, the study hopes to achieve the following objectives:

- i. To find out the extent ethno-religious conflicts in Kaduna State has effect on enrolment trends in public primary schools in the Kaduna State.
- ii. To assess the difference in the Gross Enrolment Rate, Net Enrolment Rate, Gross Intake Ratio, Net Intake Rate and Completion Rate of public primary schools in the three senatorial districts in Kaduna State.

### **Research Question**

- I. To what extent has ethno-religious conflicts in Kaduna State affected enrolment trends in public primary schools in Kaduna State from 2014 – 2018?



## Hypothesis

**H<sub>0</sub> – 1:** There are no significant differences in the Gross Enrolment Rate, Net Enrolment Rate, Gross Intake Ratio, Net Intake Rate and Completion Rate of public primary schools in the Senatorial Districts in Kaduna State.

## Literature Review Conceptual Framework Ethno-religious Conflict

Conflict is ubiquitous, natural and permanently recurring phenomenon of human. It forms a crucial and unavoidable part of human life (Roger, 2006). According to Dougherty Pfaltzgraff and Robert (1981) conflict refers to a condition in which one identifiable group of human beings (whether tribal, ethnic, linguistic, religious, socio-economic, political or others) is engaged in conscious opposition to one or more identifiable human group because these groups are pursuing what are or appear to be incompatible goals.

The term “ethno-religious conflict” is seen as a characterization of a conflict that has a mix of ethnic and religious colouration in its cause and demonstration. The term 'conflict' in the phrase, ethno-religious conflict is the headword and it is synonymous with antagonism, opposition, disagreement, discord, combat and encounter. Conflict also connote differences in perspectives, beliefs, actions or interests which results in competition between or among social entities (that is individual, group, organization, etc.) (Ursing, 2013; Dzisi, 2014) which sometimes agitates and expressed through the use of violence, as gains to one side come out of the expense of the other (Mankoe, 2017). A conflict reflects a certain quality of ties between the social environment units and its interpretations depends on the scope of the concept. The meaning in this context deal with specific feature of conflicts based on ethnic and religious typology; tag ethno-religious conflict. Thus, it is a mix of ethnic and religious types of conflict, usually experienced in multi-ethnic and religious state, like Nigeria and Kaduna State.

Ethno-religious conflict is a form of conflict supposedly generated on the basis of real or imagined “difference” rooted in ethnic and religious identities. It involve groups that have ethnicity and religion as an integral part of social and cultural life and where conflicting groups define themselves along ethnoreligious lines. It is noted that sometimes religious identity becomes part of an ethnic group's identity or vice versa, and it presents a volatile social mixture coupled with the power of the ethnic group's myth of common descent (Egwu, 2011). It creates a situation in which the relationship between members of one ethnic or religious group and another of such group in a multi-ethnic and multi-religious society is characterized by lack of cordiality, mutual suspicion and fear, and a tendency towards violent confrontation (Salawu, 2010). Therefore, ethno-religious conflict conflicts

is a conflict between ethnic or religious groups with varying identifiable religious or ethnic identity within a multi-ethnic state which often take place as a consequence of ethnic nationalism tied to religious affiliation or vice versa, and the parties involved may perceive them as unsolvable.

Numerous studies have shown the overlapping boundaries between ethnic and religious identities in Nigeria in the daily struggles of groups and communities for access to power and resources, or resisting domination (Ikengah-Metuh, 1994; Egwu, 2011). Experiences from the past have shown that most violent conflicts in Nigeria result from interplay of ethnic, religious, political, socio-economic, and cultural differences. Therefore, according to Alemika and Okoye (2002) an attempt to classify conflicts in Nigeria as solely religious, economic, ethnic, cultural or political may turn out to be misleading. This is because ethnicity and religion are two broad concepts that are so interwoven to the extent that conflicts between groups in the region tend to be quickly interpreted as ethnic or religious conflicts. This tendency of not establishing the boundary between ethnic, religious, cultural or political issues especially during moments of conflicts and violence has for want of a better expression been captured by some scholars as “ethno-religious conflicts” (Egwu 2011; Alemika & Okoye, 2002).

### **Educational Coverage**

Socio-economic development of any region or area depends upon various factors or components, which belong to different parameters, and level of education, which is access to quality education is one of them. The term educational coverage connotes the term education “participation rate” i.e. enrolments as promoted by the UN Decade of Education for Sustainable Development. Educational coverage according to International Standard Classification of Education (ISCED) (2011) refers to the extent of students' enrolment on the on formal education systems at different levels. Educational coverage is usually determined and measure in terms of Gross Enrolment Rate (GER), Net Enrolment Rate (NER), Gross Intake Ratio (GIR), Net Intake Ratio (NIR) and Completion Rate (CR) (UNESCO Institute for Statistics, 2009). These are monitoring indicators, which provides information on the status of education participation that goes to show the extent of coverage rate and ratio. They indicates the capacity of the education system to provide access to individuals within an official age group and beyond in a given level of education.

Gross Enrolment Rate (GER) is the total enrolment in primary education, regardless of age, expressed as a percentage of the eligible official school-age population (6-11 years in Nigeria) (UNESCO Institute for Statistics, 2009). It shows the general level of participation

in primary education. It indicates the capacity of the education system to enroll students of that age group. It can also be a complementary indicator to net enrolment rate by indicating the extent of over-aged and under-aged enrolment. Net Enrolment Rate (NER) is the enrolment of the official age group for primary education, expressed as a percentage of the corresponding population. It shows the extent of coverage in a given level of education of children and youths belonging to the official age group corresponding to the given level of education (UNESCO Institute for Statistics, 2009). Gross Intake Ratio (GIR) is the total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age. It indicates the general level of access to primary education (UNESCO Institute for Statistics, 2009). It also indicates the capacity of the education system to provide access to grade 1 for the official school-entrance age population. Net Intake Ratio (NIR) is the total number of new entrants in the first grade of primary education, who are of the official primary school entrance age, expressed as a percentage of the population at the official primary school-entrance age (UNESCO Institute for Statistics, 2009). It indicates the general level of access to primary education. It also indicates the capacity of the education system to provide access to grade 1 for the official school-entrance age population. Completion Rate is the total number of new entrants in the last grade of primary education, regardless of age, expressed as a percentage of the population at the theoretical entrance age to the last grade of primary (11 years in Nigeria) (UNESCO Institute for Statistics, 2009). This proxy measure of primary completion also reflects the impact of policies shaping the early grades of primary school can impact the final grade of this education level. It also indicates the capacity of the education system to provide primary completion for the theoretical entrance age population to the last grade of primary.

### **Socio-Economic Development**

Socioeconomic development is a dynamic concept. It has a both social and economic conations of development. It provides a comprehensive appreciation of the concept of development that further stretched beyond economic variables alone. From this perspective, development is defined as a planned and comprehensive economic, social, cultural and political process, in a defined geographic area, that is rights-based and ecologically oriented and aims to continually improve the well-being of the entire population and all of its individuals (Fritz, 2006). This definition has three components – social development, economic development and environmental protection which give credence to sustainable development.

Socioeconomic development emphasizes progress in terms of economic and social factors within a geographic unit. Economic development is the process of raising the level of prosperity through increased production, distribution and consumption of goods and services (Fritz, 2006; Scott, 2013). Social development, on the other hand, refers to development from the various intricate social experiences and phenomenon that interchange with tangible and intangible social compositions and processes that makes for the well-being of the people. It is a development process and structure that focuses on development from the social and people-centered approach (Fritz, 2006). Social development is measured through income, poverty, employment, employment security, education, health, crime and civic participation, and it provides comparative information about these areas. Sometimes social development indicator lists also have included information about the environment (Boulanger, 2008). The understanding of socio-economic development is premised on the assertion that the purpose of economic development is to improve the social and material well-being of all individuals and social institutions with the goal of achieving the highest possible level of human development. It means that socio-economic development hint at maximization of material well-being of the people in a region or country. The material well-being of a region or a country can be identified with the increase in the real production, availability of infrastructural facilities, amenities and services, better employment opportunities, access to quality education, practice and adoption of new and modern technology and an increase in the rate of investment and consumption. Any changes for betterment in these parameters indicate socio-economic development.

### **Empirical Review**

Onwumah (2014) examined the roots, causes and implications of the communal and ethno-religious crisis in Nigeria. The researcher takes a detailed look at the past of communal, ethnic and religious crises in Nigeria over the three-decade period from 1987 to 2006 and discusses, among other items, the causes and effects of such crises. Thomas, et al. (2010) looked at effect of armed conflict on the relative socioeconomic position of rural households: a case study from western Côte d'Ivoire. It revealed that the interrelationship between armed conflict and poverty are based primarily on aggregated macro-level data and/or qualitative evidence and usually focus on adherents of warring factions. Weak socioeconomic dynamics were observed; every seventh household was defined as 'worse-off' or 'better-off' despite the war-time circumstances. In the study of Tang (2009) advances a more rigorous description of the security problem is advanced in the report. It shows the essential consequences of a rigorously redefined definition. It discusses a variety of prominent extensions and expansions of the original definition, showing that most have

been incorrect and deceptive, and suggests solutions to correct the errors. Finally, it discusses many areas of potential study that may provide valuable new insights into the complexities of the security dilemma. From the foregoing none of the studies addressed the subject matter; how ethnoreligious conflicts affects educational development. It could be implied that education is an indicator of socio-economic development, but the study by Thomas, et al focuses on rural household.

In the same pattern Umar (2015) and Along (2011) research on ethnic and religious conflicts in Kaduna and their implications for the Socio-economic and political development. Shedrack (2016) in his research work entitled “the impact of ethno-religious crisis on socio-economic development of rural areas in Bali Local Government Area of Taraba State, Nigeria. The study aimed to identify the influence of ethnoreligious crisis in socio-economic development, identify the causes of ethno-religious crisis and suggest possible ways of curtailing it in the study area. The research relied on primary and secondary data. And the findings concluded that ethno-religious crisis has negative impact on the socio-economic development of the people in Bali Local Government Area of Taraba State. A critical analysis of the study indicated that the study did not use of any of the socio-economic development indicator to measure the impact of the ethno-religious crisis on the people of Bali, which a serious methodological deficiency in assessing socio-economic development and cannot be relied on to make inference to education as an indicator of socio-economic development.

Conflicts have been found to lead to higher migration rates. Valente (2011) buttressed this finding with the study on the impacts of civil war in Nepal between 1996 and 2006. It was revealed that that the conflict leads to higher migration rates among the most educated and affluent groups, whereas the poorest are more likely to remain. Also, it leads to inequality to access to education at subnational levels between gender groups and ethnic groups (Kibris, 2015; Shemyakina, 2011; Justino, 2010; and Østby and Urdal, 2014). Collier et al., (2003) assert that internal conflict disrupts educational access and provision. It established that educational participation often decline during periods of conflict (Lai and Thyne, 2007; Shields and Paulson, 2015; and Poirer, 2012). It was also found out that internal conflict undermines public service delivery, including that of education, through numerous mechanisms. Ghobarah, Huth, and Russett (2003) identify several ways that conflict compromises outcomes in the short and long-term, including through: (a) shifts in spending from education to security or other conflict induced investments; and (d) complications to education service delivery resulting in less efficient use of resources (e.g., greater difficulty supplying educational resources where transportation infrastructure is



reduced). Justino (2016) identifies supply-side limitations to education in the aftermath of conflict, namely harm to school infrastructure and internal displacement to camps, with less possibility of schooling opportunities and or quality education. Along these lines, students and educators may be targets of violence, and possibly kidnapped for ransom. Luisa and Antonio (2016) study on impact of armed conflicts on education and educational agents. The study investigated the short and long-term pernicious impact of armed conflicts on education and educational agents (students, teachers and students' parents), using a multivocal review they identified nine categories of impact: a) Refusal and impediments to a return to education; b) Educational infrastructure damaged or destroyed; c) Cuts in or withdrawal of spending on education; d) Loss of the educational and protective functions of the family; e) Loss of the academic community; f) Non-qualified teaching staff; g) Drastic loss of skills; h) Abandoning school (population movements, destruction of networks and social environment); i) Behavioural problems: traumas, pedagogical roles and self-victimization. These categories have highlighted the serious consequences arising from conflicts, infringing as they do the most basic human rights and in particular the right to a sound education during childhood.

While cross-national research on the outcomes of different types of internal conflicts has been limited, there is reason to expect that ethno-religious conflicts could be particularly influential on inequality. With ethnic affiliation and ethno-religious motives shaping some conflicts, it follows that outcomes of conflict may differ along group lines. Costalli, Moretti, and Pischedda (2017) examined the impact of ethnic conflict on economic outcomes and found it to be no more influential than ideological ones; however, few quantitative analyses have looked at the unique effects of ethno-religious conflict on education or educational coverage. Yet educational inequalities may occur through political mechanisms in which education systematically discriminates against ethnic, religious, gender, and other groups, with new potentially discriminatory mechanisms; sometimes instituted as a direct reaction to conflict. Bush and Saltarelli (2000) explain that the winners of conflict may adapt the education system to favor their group, changing the curriculum or even restricting the educational opportunities of certain groups, for example in apartheid in South Africa. Finally, ethno-religious conflicts may also have unique but indirect impacts on the education of certain groups, such as when some groups are more vulnerable to displacement and, therefore, fewer educational opportunities. Czaika and Kis-Katos (2009) find, for example, that migration was more likely to occur from villages with larger ethnic Javanese in the 1999-2002 conflicts in Aceh, Indonesia and explain that this may be due to the threats directed towards Javanese populations during conflict.



In sum, internal conflicts in any form like ethno-religious conflicts reshape the distribution of education in a society through the multitude of mechanisms established in literature examining conflict and its outcomes, with ethno-religious internal conflicts having the potential to be particularly influential. This study builds on the current literature on the topic by empirically identifying the net effect of these forces on educational coverage in internal ethno-religious conflicts in Kaduna State from 2014 to 2019 and whether there are differential effects. Specifically, the study will employ a propensity score matching difference-in-differences (DD) approach to identify the effect of ethno-religious conflict on educational coverage using a comprehensive dataset of key education indicators for educational coverage spanning for 5 years from 2014 to 2019, by comparing the Senatorial Districts in Kaduna State knowing that the rate of incidences of ethno-religious conflicts are not the same in the three senatorial zones as they likely differ in terms of their conflict experience.

### **Theoretical Framework Economic Theory of Conflict: Ethnic Defection Theory**

Several reasons have been given to explain conflict. The roots of modern theories of conflict can be traced to Max Weber, Karl Max, Sigmund Freud, Niccolo Machiavelli, Carl von Clausewitz and Adam Smith; these writers postulated in a western-oriented traditions; analyzed conflict vis-à-vis the prisms of economic ramifications. However, currently, there are different theoretical approaches to understanding conflicts ravaging the whole of the world (United States Institute of Peace, 2007 and Anirban and Debraj, 2014).

There are variances of economic theory of conflict, which the theory of ethnic defection is one of them (Macleans, 2012). Charles and Osah (2018) highlighted that theory of ethnic defection is based on reaction to economic and political discrimination which affect certain sections/ethnic groups in a society. The ethnic groups in a conflict hold onto their identities and do not accept other identities (Kaufman, 1996; Kalyvas, 2005; Sabanis, 2001; Horowitz, 1985, and Okwudibia Nnoli, 2007). The premise of the theory is based on ethnicity theory. It emerged as an important form of collective identity in the 1960s, it has been appropriated by all kinds of people for all kinds of purposes. From political mobilization that uses the necessity of ethnic homogeneity as the basis for expelling populations of different racial backgrounds, to the conflation of ethnicity with religion (as when people assume Muslims are an ethnic category), and the reduction of complex geostrategic and historic conflicts to 'ethnic strife'.

Abner Cohen's (1969) is a major proponent of this theory as it relates to ethnicity. It was theorized in his thesis on the instrumentality of ethnic affiliation, looking at the Hausa and

Yoruba tribes in Nigeria. It suggested that the principal function of ethnicity was informal political organization. He argued that political elites in some cases create but also use and exploit 'primordial' symbols to gain the allegiance of potential followers. Cohen's analysis also laid the foundation for instrumentalist contributions to the study of ethnic conflict. They posit that elites agitate ethnic tensions and, in some cases, intentionally provoke ethnic violence as a method to seize power, protect their existing authority, or defend against group threats (Fearon and Laitin 2000; Kaufmann 2005).

Following the line of the theorization, a major postulation of the variance of this theory is that conflicts are caused by elite competition over valuable natural resources' rents and the competition that causes conflict is always conceal as collective grievance. Therefore, the root cause of ethno-religious conflicts in Kaduna State could not be far from this reality. Hence, the adoption of this theory in this study.

## Methodology

This research utilized survey and analysis of existing data research design method. The study relied mainly on secondary and primary data. The primary data were collected through the use of structured questionnaire developed by the researcher and administered to Heads of Schools in Kaduna State public primary schools. While the secondary data were sourced from the Kaduna Bureau of Statistics report on Kaduna State Annual Census Report on Education.

The population comprised of the entire pupils and Heads of Schools in Kaduna State public primary schools from 2014 – 2018. The public primary school was selected because it is cumbersome to assess all the level of education in a study like this. Also, primary education is a compulsory education, as captured under Universal Basic Education policy. According to the 2014 - 2018 Annual Census Reports the pupils' enrolments in primary school for the five year period stood at 7,582,069. The number of public primary schools stood at 4,211 as at 2018/2019 Kaduna State Annual Census Report (Kaduna State ASC Report; 2018/2019, Ministry of Education Kaduna State, 2020). Since it is usually not possible to study the entire population of this study, considering the large size and limited resources and time, a sample from the population is adopted using the Cochran (1963), formula used to yield a representative sample for proportion, which is  $n_o = \frac{Z^2 pq_2}{e^2}$ . The resulting sample size is demonstrated using the formula above, where  $n_o$  is the sample size,  $Z^2$  is the abscissa of the normal curve that cut and

area  $\alpha$  at tail ( $1 - \alpha$  equals the desired confidence level of 95%),  $e$  is the desired level of precision,  $p$  is the estimated proportion of an attribute that is present in the population, and  $q$  is  $1-p$ .

Therefore;  $n_0 =$

$$(1.96)^2 (0.5)(0.5)$$

\_\_\_\_\_ = 385 respondents. The determined selected sample population size was approximated to

$$(0.05)^2$$

400 respondents for the Heads of Public Primary Schools. The distribution of the population sample size among the schools for Heads of Schools was determined by the percentage of the number of the schools to the selected sample population size. The percentages of the distributionschools for Head of Schools is shown in Table 5.1 below

**Table 5.1:** Distribution of Selected Sample of Schools for Heads of Schools

|                           |                 | % of frequency             |  | Respondent Sample |
|---------------------------|-----------------|----------------------------|--|-------------------|
| Size                      |                 |                            |  |                   |
| Districts                 | Num. of Schools |                            |  |                   |
| of Schools                |                 | (% of frequency of School) |  |                   |
| Southern Kaduna District  | 1,659           | 39                         |  | 156               |
| Northern Kaduna Districts | 1,369           | 33                         |  | 132               |
| Central Kaduna Districts  | 1,183           | 28                         |  | 112               |
| <b>Total</b>              | <b>4,211</b>    | <b>100</b>                 |  | <b>400</b>        |

Source: Kaduna State Ministry of Education (2020).

In drawing the respondents from the samples, the researcher used a random sampling technique to select the schools, from the selected schools a purposive sample technique was used to select the principal to answer the questionnaire. The researcher organized the data collected from the questionnaire and existing data and presented it using tabular form of descriptive statistics as it relates to the research question, where the numbers of data to each response options was computed to the rating scale classification in statistical criteria. It was then analyzed using percentages. The hypothesis was analyzed and interpreted using the ANOVA statistical test to determine the variance to either accept or reject the hypothesis on an alpha value of 0.05. For proper presentations a bar and pie chart was used to present the percentage responses.

## Result and Findings

The data collected from Kaduna Annual Census Report from 2014 – 2018 were collated, and the key indicators of educational coverage, that is: the Gross Enrolment Ratio (GER); Net Enrolment Rate (NER); Gross Intake Ratio (GIR); Net Intake Rate (NIR); and Completion Rate (CR) were calculated. A difference in difference analysis of the LGAs in the State were analyzed. Where the LGAs were categorized using the State senatorial district mapping and a ratio analysis was used to determine the difference in the identified indicators among the districts. Responses from the interview were presented to gauge and provide interpretations to the findings.

**Research Question 1:** To what extent has ethno-religious conflicts in Kaduna State affected enrolment trends in public primary schools in Kaduna State from 2014 – 2018?

The summary of the public primary school enrolments from 2014 – 2018 in the 23 LGAs of Kaduna

State, categorized into the three Senatorial District mapping of the State is presented in Table 7.1 below.

**Table 1:** Summary of Total Enrolment of Pupils in the Public Primary Schools from 2014 – 2018 in Kaduna State

### Southern Kaduna District- 2014 – 2018

|   | LGA          | Primary        |                |                |                |                | Total            | Total<br>Av.  |
|---|--------------|----------------|----------------|----------------|----------------|----------------|------------------|---------------|
|   |              | 2018           | 2017           | 2016           | 2015           | 2014           |                  |               |
| 1 | Jaba         | 24,868         | 21,810         | 19,406         | 11,423         | 43,327         | 120,834          | 24,167        |
| 2 | Jema'a       | 39,125         | 34,323         | 35,706         | 32,729         | 26,301         | 168,184          | 33,637        |
| 3 | Kachia       | 85,635         | 64,699         | 59,881         | 55,072         | 70,937         | 336,224          | 67,245        |
| 4 | Kagarko      | 45,866         | 42,533         | 45,829         | 41,939         | 37,115         | 213,282          | 42,656        |
| 5 | Kaura        | 31,341         | 20,716         | 22,371         | 18,168         | 45,914         | 138,510          | 27,702        |
| 6 | Kauru        | 98,766         | 65,208         | 58,077         | 60,247         | 51,855         | 334,153          | 66,831        |
| 7 | Sanga        | 36,216         | 32,335         | 36,488         | 27,306         | 49,616         | 181,961          | 36,392        |
| 8 | Zangon       | 63,695         | 55,573         | 49,838         | 44,059         | 62,135         | 275,300          | 55,060        |
|   | Kataf        |                |                |                |                |                |                  |               |
|   | <b>Total</b> | <b>425,512</b> | <b>337,197</b> | <b>327,596</b> | <b>290,943</b> | <b>387,200</b> | <b>1,768,448</b> | <b>44,211</b> |

### Northern Kaduna District - 2014 – 2018

|   | LGA          | Primary        |                |                |                |                | Cum.             |               |
|---|--------------|----------------|----------------|----------------|----------------|----------------|------------------|---------------|
|   |              | 2018           | 2017           | 2016           | 2015           | 2014           | Av.              |               |
|   |              |                |                |                |                |                | Total            |               |
|   |              |                |                |                |                |                | Total            |               |
| 1 | Ikara        | 91,594         | 75,934         | 66,311         | 63,442         | 47,774         | 302,055          | 60,411        |
| 2 | Kubau        | 116,899        | 103,305        | 95,235         | 86,379         | 59,057         | 460,875          | 92,175        |
| 3 | Kudan        | 64,812         | 65,034         | 52,207         | 43,506         | 42,040         | 267,599          | 53,520        |
| 4 | Lere         | 117,872        | 124,654        | 107,950        | 99,406         | 79,184         | 529,066          | 105,813       |
| 5 | Makarfi      | 68,868         | 65,924         | 52,218         | 49,240         | 38,605         | 274,855          | 54,971        |
| 6 | Sabon Gari   | 63,094         | 64,425         | 61,495         | 55,908         | 46,497         | 291,419          | 58,284        |
| 7 | Soba         | 87,224         | 84,974         | 78,550         | 69,171         | 57,089         | 377,008          | 75,402        |
| 8 | Zaria        | 125,720        | 125,653        | 113,269        | 100,374        | 77,493         | 542,509          | 108,502       |
|   | <b>Total</b> | <b>736,083</b> | <b>709,903</b> | <b>627,235</b> | <b>567,426</b> | <b>447,739</b> | <b>3,045,386</b> | <b>76,135</b> |

Central Kaduna District – 2014 – 2018

|   | LGA          | Primary |         |         |         |         | Total     | Cum.    |       |
|---|--------------|---------|---------|---------|---------|---------|-----------|---------|-------|
|   |              | 2018    | 2017    | 2016    |         | 2015    |           | 2014    | Av.   |
|   |              |         |         |         |         |         |           |         | Total |
| 1 | Birnin Gwari | 98,949  | 75,028  | 61,996  | 52,024  | 52,264  | 340,261   | 68,052  |       |
| 2 | Chikun       | 77,467  | 76,692  | 72,385  | 72,251  | 53,048  | 351,843   | 70,369  |       |
| 3 | Giwa         | 112,955 | 110,981 | 95,682  | 90,902  | 59,990  | 470,510   | 94,102  |       |
| 4 | Igabi        | 234,738 | 271,506 | 225,930 | 212,893 | 82,127  | 1,027,194 | 205,438 |       |
| 5 | Kaduna North | 60,072  | 56,855  | 57,137  | 57,383  | 36,546  | 210,856   | 42,171  |       |
| 6 | Kaduna South | 45,051  | 45,443  | 37,293  | 47,054  | 33,730  | 208,571   | 41,714  |       |
| 7 | Kajuru       | 32,756  | 37,421  | 31,348  | 30,080  | 27,395  | 159,000   | 31,800  |       |
|   | Total        | 661,388 | 673,926 | 581,771 | 562,587 | 345,100 | 2,768,235 | 79,092  |       |

Source: Kaduna State Ministry of Education (2020); Kaduna State Ministry of Education, Science and Technology (2015, 2016, 2017, 2018).

The enrolment trend as indicated by the data presented in Table 7.1, showed that from 2014 – 2018, the Southern Kaduna District has maintained the lowest enrolments. It has a total enrolment of 1,768,448 with an average total of 44,211 which is the lowest enrolment in the three Senatorial Districts. It further indicated that, it is only in the Southern Kaduna District that enrolments has not being progressive. Five out of eight the LGAs in Southern Kaduna Districts has shown a regressive trend, while the Central Kaduna District maintained a progressive trend and the Northern Kaduna District maintained stable trend. Specifically, Jaba LGA in 2014 had a total enrolment of 43,327 but dropped to 11,423 in 2015; 19,406 in 2016; 21,810 in 2017; and 24,868 in 2018. The similar regression goes for Kachia, Kaura, Sanga and Zangon Kataf LGAs. Table 6.2 below used the percentage of the total enrolments of the Districts to show the trends.

**Table 2:** Percentage of the Total Enrolments of the Senatorial Districts for 2014 - 2018  
Senatorial Districts Percentage of Enrolments – 2014 - 2018

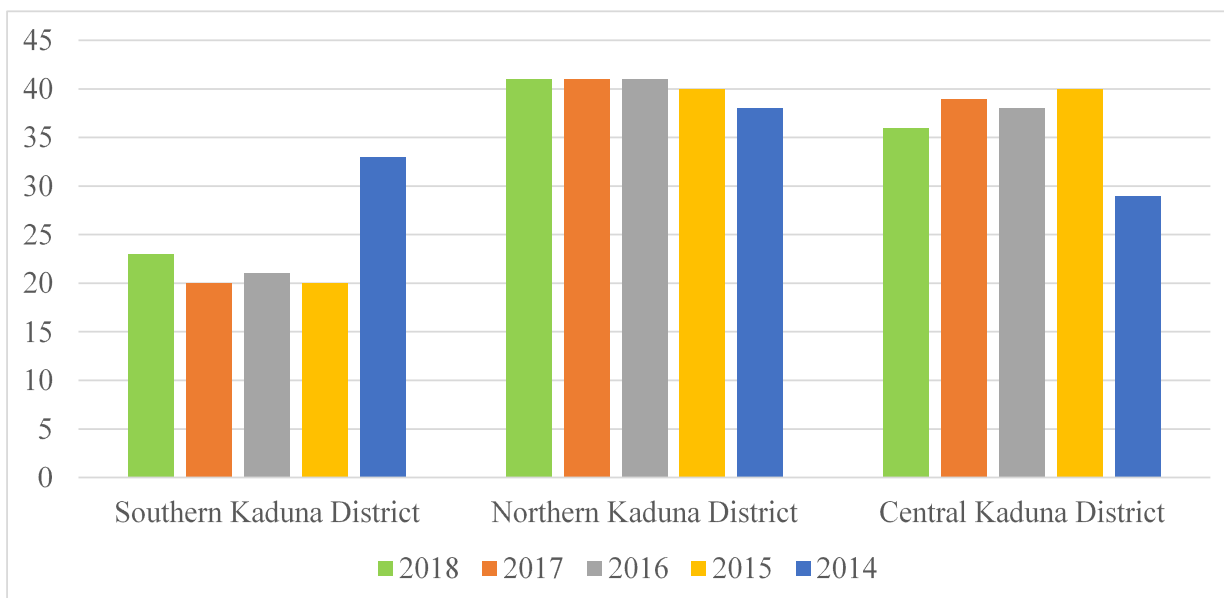
|   | LGA                      | Primary    |            |            |            |            |
|---|--------------------------|------------|------------|------------|------------|------------|
|   |                          | 2018       | 2017       | 2016       | 2015       | 2014       |
| 1 | Southern Kaduna District | 23         | 20         | 21         | 20         | 33         |
| 2 | Northern Kaduna District | 41         | 41         | 41         | 40         | 38         |
| 3 | Central Kaduna District  | 36         | 39         | 38         | 40         | 29         |
|   | <b>Total</b>             | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> |

Source: Calculations of Data (2021) from Kaduna State Ministry of Education (2020);  
Kaduna State Ministry of Education, Science and Technology (2015, 2016, 2017, 2018).



This is further represented in the Figure 1 below showing the bar chart flow of the trend.

**Figure 1:** Bar Chart of the Percentage of the Total Enrolments of the Senatorial Districts for 2014 - 2018



The figure showed that when the Southern Kaduna District dropped in enrolment in 2015, the Central Kaduna District gained in enrolment, and this has been the trend when Southern Kaduna District gain a margin of the percentage of the enrolment the Central Kaduna will drop vice versa. Further analysis in Table 3 indicated the differences between the three Senatorial Districts by percentages and ratios.

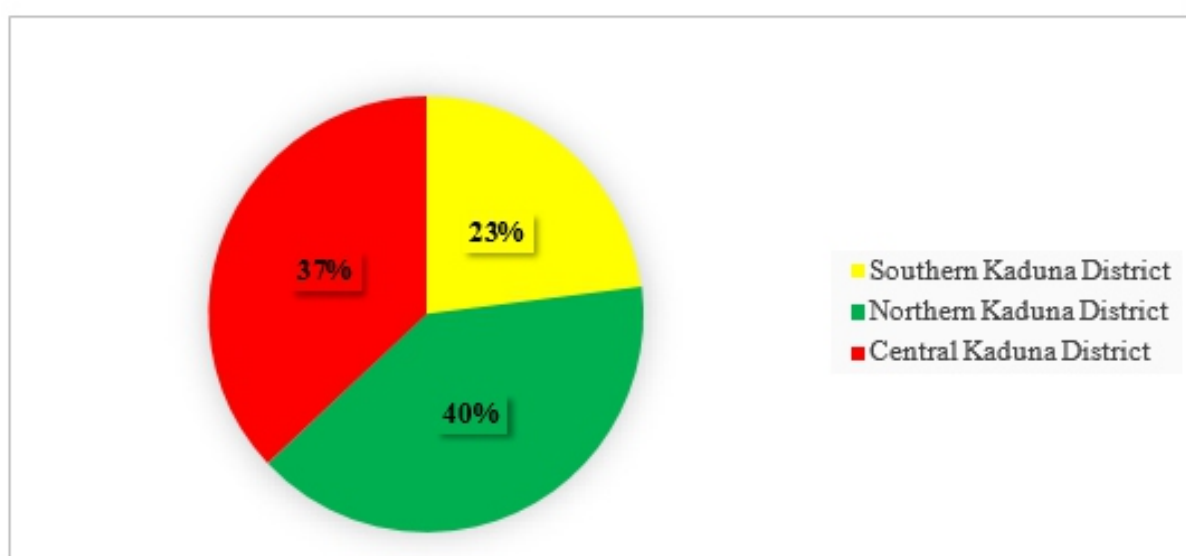
**Table 3:** Percentage, Ratio and Deviation of Enrolment in Public Primary Schools for 2014 – 2018

| Senatorial Districts |                         | Public Primary Schools Total Enrolments 2014 – 2018 |           |     |       |           |
|----------------------|-------------------------|-----------------------------------------------------|-----------|-----|-------|-----------|
|                      |                         | Total Enrolments                                    | Total Av. | %   | Ratio | Deviation |
| 1.                   | Southern Kaduna         | 1,768,448                                           |           | 23% | 17    | -758,908  |
| 2.                   | District                | 3,045,386                                           |           | 40% | 30    | 518,030   |
|                      | Northern Kaduna         |                                                     |           |     |       |           |
|                      | District                |                                                     | 2,527,356 |     |       |           |
| 3.                   | Central Kaduna District | 2,768,235                                           |           | 37% | 28    | 246,879   |
|                      | <b>Total</b>            | <b>7,582,069</b>                                    |           |     |       |           |

Source: Calculations of Data (2021) from Kaduna State Ministry of Education (2020);  
Kaduna State Ministry of Education, Science and Technology (2015, 2016, 2017, 2018).

The table above indicated a significant negative deviation in the total enrolments registered in Southern Kaduna District of -758,908 from the total average of enrolments registered by the three Senatorial Districts which stood at 2,527,356, with other two Senatorial Districts having a positive deviations. The ratio is 17:30:28 with Southern Kaduna Senatorial District having the least number. The percentage is presented in Figure 2 below.

**Figure 2:** Percentage of Total Enrolments in Public Primary Schools in Kaduna State for 2014 - 2018



#### Percentage of Total Enrolments for 2014 - 2018

The respondents in their opinion affirm that the spite of ethno-religious conflicts and attacks in the State has occasioned closures of schools and pupils refusal to come to school and migration to other towns in the State. This assertion is based on the analysis and findings from the questionnaire administered. The summary of the responses percentages are presented in Table 6.4 below.

**Table 7.4:** Frequency and Percentage Analysis of Responses on the Extent Ethno-religious Conflicts affects Enrolments

| Question Statement                                                                                                               | Large    |    | Moderate |    | Low      |    |
|----------------------------------------------------------------------------------------------------------------------------------|----------|----|----------|----|----------|----|
|                                                                                                                                  | Extent   |    | Extent   |    | Extent   |    |
|                                                                                                                                  | <i>f</i> | %  | <i>f</i> | %  | <i>f</i> | %  |
| 1. To what extent has the ethno -religious conflicts and attacks occasioned the closure of your school                           | 261      | 65 | 129      | 32 | 10       | 3  |
| 2. To what extent has the ethno -religious conflicts and attacks occasioned your students missing schools                        | 270      | 67 | 120      | 30 | 10       | 3  |
| 3. To what extent has the ethno -religious crisis and attacks caused your students to abandon school.                            | 181      | 45 | 200      | 50 | 19       | 5  |
| 4. To what extent has the ethno -religious crisis and attacks make your students to leave your school and attend another school. | 298      | 74 | 100      | 25 | 2        | 1  |
| 5. To what extent has the ethno -religious crisis and attack occasioned your students attend school at later school age.         | 55       | 14 | 100      | 25 | 24<br>5  | 61 |
| <b>Total Average</b>                                                                                                             | 213      | 53 | 130      | 33 | 57       | 14 |

Source: Calculations of Data from Field Study (Questionnaire) (2021).

Based on Table 6.4 above, it could be interpreted that the trend in enrolment observed with the Southern Kaduna District is occasioned by ethno-religious conflicts and attacks. More so, that the LGAs and towns in the Southern Kaduna District has been the most faced with the conflicts. Also, the trend in the progressive enrolment seen in the Central Kaduna District could also be interpreted to be occasioned by the migration of residents in the Southern Kaduna Districts to the Capital which is situated in the Central Kaduna District to avoid the conflicts. Ultimately, the ethno-religious conflicts has effects on the educational coverage of Kaduna, with the Southern Kaduna District less covered educationally.  $H_0-1$ : There are no significant differences in the Gross Enrolment Rate, Net Enrolment Rate, Gross Intake Ratio, Net Intake Rate and Completion Rate of public

primary schools in the Senatorial Districts in Kaduna State.

A two-factor ANOVA is used to determine the variance and test the hypothesis. The summary of the analysis is presented in Table 6.5

**Table 5:** Summary of ANOVA Statistical Calculation and Presentation.

| Districts       | GER | NER | GIR | NIR | CR |
|-----------------|-----|-----|-----|-----|----|
| Southern Kaduna | 82  | 68  | 116 | 50  | 58 |
| Northern Kaduna | 135 | 113 | 206 | 88  | 77 |
| Central Kaduna  | 118 | 99  | 181 | 72  | 67 |

---

Anova: Two-Factor Without  
Replication

| SUMMARY         | Count | Sum | Average | Variance |
|-----------------|-------|-----|---------|----------|
| Southern Kaduna | 5     | 374 | 74.8    | 673.2    |
| Northern Kaduna | 5     | 619 | 123.8   | 2617.7   |
| Central Kaduna  | 5     | 537 | 107.4   | 2121.3   |

---

|     |   |     |             |             |
|-----|---|-----|-------------|-------------|
| GER | 3 | 335 | 111.6666667 | 732.3333333 |
| NER | 3 | 280 | 93.33333333 | 530.3333333 |
| GIR | 3 | 503 | 167.6666667 | 2158.333333 |
| NIR | 3 | 210 | 70          | 364         |
| CR  | 3 | 202 | 67.33333333 | 90.33333333 |

ANOVA

| Source of Variation | SS          | df | MS          | F           | P-value     | F crit. |
|---------------------|-------------|----|-------------|-------------|-------------|---------|
| Rows                | 6221.2      | 2  | 3110.6      | 16.27024671 | 0.001516365 |         |
|                     | 4.458970108 |    |             |             |             |         |
| Columns             | 20119.33333 | 4  | 5029.833333 | 26.30895301 | 0.000117524 |         |
|                     | 3.837853355 |    |             |             |             |         |
| Error               | 1529.466667 | 8  | 191.1833333 |             |             |         |
| Total               | 27870       | 14 |             |             |             |         |

The analysis indicated that the p-value or probability of obtaining an F statistic of 4.458 or larger when the null hypothesis is true is 0.001516. Since the p-value is less than the specified alpha of 0.05, the null hypothesis is rejected; there is a significant statistical difference between the Gross Enrolment Rate, Net Enrolment Rate, Gross Intake Ratio, Net Intake Rate and Completion Rate of public primary schools in the three Senatorial Districts in Kaduna State. It also indicated that there is a significant statistical difference in the calculated means of the five indicators of educational coverage, as the probability of obtaining an F statistic of 3.8378 or larger when the null hypothesis is true is also very close to 0. Since the p-value is less than the specified alpha of 0.05 and the calculated F statistic is much larger than the value for F crit., the null hypothesis is rejected. This result shows that there is a difference in the educational coverage indicators. This is also in line with the findings in the research question and possibly the Southern Kaduna District will be the more dispersing or varying factor.

### Conclusion and Recommendations

Based on the findings of this study, the following conclusion are drawn. It is evident that the educational coverage in Kaduna State is not equitable, and this is occasioned by the conflicts and attacks, with the Southern Kaduna District being the worst hit. The extent of the ethno-religious conflicts affects the State educational coverage is adjudged to affecting 8 LGAs in the Southern Kaduna Districts out of 23 LGAs in the State, which represents 35% of the entire Kaduna State. This has socio-economic implication as the Southern Kaduna District could be lacking behind and may not contribute equitably to the development of the State. Therefore, the following recommendations should be taken to address the situation.

- i. The State government should increase its security presence in the Southern Kaduna to give assurance to pupils and parents to attend and allow their wards to attend school.

- ii. The various panel's whitepaper recommendations on the various ethno-religious conflicts in the State should be implemented in full without any form of politicization, so as to curb the incidence of recurring conflicts and crisis in the State.
- iii. The State government, educational stakeholders and Non-Governmental Organizations and Civil Society Organizations should take up campaign in the Southern Kaduna District to encourage and sensitize parents and guardian of the possible out of school children as a result of fear of conflicts to allow them to return to school.
- iv. A Southern Kaduna Education Strategic Plan should be developed from the Kaduna State Education Strategic Plan to shore up the enrolment and educational coverage in the Districts.

## References

- Akin A, James W., and Muhammad A. (1999). Zangon Kataf Crisis: A case Study, in Community Conflicts in Nigeria: Management, Resolution and Transformation, Onigu Otite and Isaac Olawale Albert (eds.). Ibadan: Academic Associates Peaceworks.
- Alemika, E., and Okoye F. (2002) Ethno-Religious Conflicts and Democracy in Nigeria: Challenges. Kaduna, Human Rights Monitor, Print.
- Along, J. Y., (2011). Ethnic and Religious Conflicts in Kaduna and Plateau States: Implications for Development in Nigeria. A Thesis Submitted to the Department of Religion and Cultural Studies, Faculty of the Social Sciences, University Of Nigeria Nsukka
- Bashir, A., (2012). Ethno-Religious conflicts/Violence in Northern Nigeria. A Master Thesis submitted to Verfasser/ Angestrebter Akademischer Grad. Wien, Studienrichtung: Individuelles Masterstudium: Global Studies; a European Perspective
- Charles, A. and Osah, G. (2003). Economic Theory of Conflict. International Journal of Advance Research. 6(10), 603-611
- Collier, P., Elliott V. L, Hegre H., Hoeffler A., Reynal-Querol M., and Sambanis N., (2003). Breaking the Conflict Trap: Civil War and Development Policy. Washington, DC: World Bank and Oxford University Press.
- Costalli, S., Moretti L., and Pischedda C., (2017). The Economic Costs of Civil War: Synthetic Counterfactual Evidence and the Effects of Ethnic Fractionalization.



- Journal of Peace Research 54 (1): 80-98.
- Csaika, M., and Kis-Katos K., (2009). Civil Conflict and Displacement: Village-level Determinants of Forced Migration in Aceh. Journal of Peace Research 46 (3): 399-418.
- Dougherty, J. E. and R. L. Pfaltzgraff, Jr. (1981): "Contending Theories of International Relations".  
New York: Harper and Row.
- Dzisi, S. (2014), Conflicts and Job Performance: Towards an Effective Diagnosis and Management strategies, International Journal of Economics, Commerce and Management, United Kingdom Vol. II, Issue 6.
- Egwu S. (2011) Ethno-Religious Conflicts and National Security in Nigeria: Illustrations from the  
"Middle Belt". In: Adejumo S. (eds) State, Economy, and Society in Post-Military Nigeria. Palgrave Macmillan, New York.
- Fearon, J. D., and Laitin, D. D., (2003). Ethnicity, Insurgency, and Civil War. American Political Science Review 97 (1): 75-90.
- Fritz, J. D. (2006), Social and Economic Factors in Development, UNRISD, Report No. 3, Geneva, Feb., p. 7.
- Ghobarah, H. A., Huth, P., and Russett B., (2003). Civil Wars Kill and Maim People - Long After the Shooting Stops. American Political Science Review 97 (2): 189-202.
- Hortwitz, D. L. (1985) Ethnic Groups in Conflicts. Berkley: University of California Press
- Ikelegbe, A. (2001): The Perverse Manifestation of Civil Society: Evidence from Nigeria, Journal of Modern African Studies. Vol. 39. No.1 Cambridge University Press.
- Ikengah-Metuh E., (1994). Two Decades of Religious Conflict in Nigeria, a Recipe for Peace. Bulletin of Ecumenical Theology, Vol.6, No.1.
- Justino, P., (2016). Supply and Demand Restrictions to Education in Conflict-Affected Countries: New Research and Future Agendas. International Journal of Educational Development 47 (1): 76-85
- Kaduna State (2008). Kaduna Education Strategic Plan (ESP) 2009 – 2020 (Draft Outline for a Consolidated Kaduna State Education Plan)
- Kaduna State Ministry of Education (2020). Kaduna State School Census Report 2018/2019
- Kaduna State Ministry of Education, Science and Technology (2015). Kaduna State School Census  
Report 2014/2015
- Kaduna State Ministry of Education, Science and Technology (2016). Kaduna State School Census  
Report 2015/2016

Kaduna State Ministry of Education, Science and Technology (2017). Kaduna State School Census

Report 2016/2017

Kaduna State Ministry of Education, Science and Technology (2018). Kaduna State School Census

Report 2017/2018

Kalyvas, S.N (2005). Ethnic defection in Civil War: Prepared for the Presentation at the Conference on Alien Rule and its Discontents. University of Washington, June 3-4..

Kaufmann, C. (1996). Possible and Impossible Solutions to Ethnic Conflict. *International Security*, 20(4), 136-175

Kibris, A., (2015). The Conflict Trap Revisited Civil Conflict and Educational Achievement. *Journal of Conflict Resolution* 59 (4): 645-70.

Lai, B., and Thyne, C., (2007). The Effect of Civil War on Education, 1980 - 1997. *Journal of Peace Research* 44 (3): 277-92.

Lamorde Z. A, (2018). Managing Ethno-Religious Identity Conflicts in Kaduna State, Nigeria." *IOSR Journal of Humanities and Social Science*. Vol. 23, No. 09, Pp. 51-57.

Luisa, C., and Antonio, F., (2016). Impact of Armed Conflicts on Education and Educational Agents:

A Multivocal Review. *Educare Electronic Journal* Vol. 20(3), 1-24

Macleans, M. (2012). Does Zambia Conform to the Economic Theory of Conflict and other Theories Explaining the Causes of Civil Wars? *International Journal of Management Sciences and Business Research*, Vol., 1, No.5

Mankoe, J. O.(2017), Educational Administration and Management in Ghana, Kumasi. Progressive Stars Printing Press.

Mendenhal, M. A. (2014). Education Sustainability in the Relief-Development Transition: Challenges for International Organizations Working in Countries Affected by Conflict. *International Journal of Educational Development*, 35, 67–77.

Ngwata, W. (2002). Education in Emergencies. Why Priorities Education during Emergencies. SADC Education Forum, Livingstone, Zambia

Nnoli, O. (2003). "Communal Conflict and Population Displacement: An Introduction," in O. Nnoli (Ed.), *Communal Conflict and Population Displacement in Nigeria*. PACREP Book Series, No.1. Omoeva, C., Moussa, W. and Hatch, R., (2018). The Effects of Armed Conflict on Educational Attainment and Inequality. Education Policy and Data Center (EPDC) Research Paper No.18

Onah, N. G, Diara, B. C. and Uroko, F. C., (2017). Ethno-Religious Conflicts in Nigeria: Implications on Women. *Mediterranean Journal of Social Sciences* Vol. 8, No. 5, 61-

- Onwumah, A. (2014). Communal and Ethno-Religious Crises and their Implications for National Development in Nigeria. *Developing Country Studies*, Vol.4, No. 5.
- Østby, G, and Urdal, H.,(2014). Conflict and Educational Inequality: Evidence from 30 Countries in Sub-Saharan Africa. Washington, DC: United States Agency for International Development.
- Poirier, T.,(2012). The Effects of Armed Conflict on Schooling in Sub-Saharan Africa. *International Journal of Educational Development* 32: 341-351
- Roger, W. T. (2011) "The Relationship between School and Society: Part II - Conflict Theory," *Colleagues*: Vol. 6: Iss. 1, Article 7
- Salawu, B., (2010). Ethno-Religious Conflicts in Nigeria: Causal Analysis and Proposals for New Management Strategies. *European Journal of Social Sciences* – Vol.13 (3) 345-353
- Sambians, N. (2001). Do Ethnic and Non-Ethnic Civil Wars have the Same Causes? A Theoretical and Empirical Inquiry. Part 1. World Bank.
- Shadrach S. S. (2016). The Impact of Ethno-Religious Crisis on Socio-Economic Development of Rural Areas in Bali Local Government Area of Taraba State, Nigeria. A Research Project Submitted to Department of Sociology Taraba State University
- Shemyakina, O., (2011). The Effect of Armed Conflict on Accumulation of Schooling: Results from Tajikistan. *Journal of Development Economics*, 95(2), 186-200
- Shields, R, and Paulson, J., (2015). 'Development in Reverse'? A Longitudinal Analysis of Armed Conflict, Fragility and School Enrolment. *Comparative Education* 51 (2): 212-30.
- Tang, S. (2009). The Security Dilemma: A Conceptual Analysis. *Journal of Security Studies*. Vol. 18(3).
- Thomas, F., Andres, B. T. Giovanna, R. Acka, A.C., Savigny, D. Girardin, O. N'Goran, E. and Utzinger (2010). Effect of an armed conflict on relative socioeconomic position of rural households: case study from western Côte d'Ivoire. *Emerging themes in epidemiology*, Vol. 7(6).
- Umar, M. M., (2015). Effect of Ethno-Religious Conflict on the Development of Local Governments in Kaduna State (A Study of Zangon Kataf Local Government Area of Kaduna State). A Thesis Submitted to the School Of Post Graduate Studies, Ahmadu Bello University, Zaria
- UNESCO. (2011). The Hidden Crisis: Armed Conflict and Education. UNESCO:

Paris.

- Uroko, F. C., (2018). Readdressing the Ethno-Religious Conflicts in Southern Kaduna, Nigeria in the Light of Abraham-Lot Narrative (Genesis 13:1-18)UJAH Vol. 19 No.2, 25–43
- Ursing, T. (2013). The Coward's Guide to Conflict: Empowering Solutions for Those Who Would Rather Run than Fight. Sourcebooks, Inc. USA.
- Ushe, M. U (2015). Religious Conflicts and Education in Nigeria: Implications for National Security. Journal of Education and Practice Vol.6, No.2, 117-129
- Valente, C.,(2011). What did the Maoists Ever do for Us? Education and Marriage of Women Exposed to Civil Conflict in Nepal. World Bank Policy Research Working Paper Series.

## Entrepreneurial Skills of Business Education Graduates: A Catalyst for Sustainable Development in Nigeria

DAVID Seyi<sup>1</sup>, ORE Elizabeth<sup>2</sup> & SHOFOLAHAN Victoria<sup>3</sup>

<sup>1</sup>Department of Art and Social Sciences Education, Faculty of Art and  
Education,

Lead City University, Ibadan, Nigeria. [david.seyi@lcu.edu.ng](mailto:david.seyi@lcu.edu.ng)

<sup>2</sup>Department of Educational Management, Faculty of Education,  
Lagos State University, Ojo, Nigeria. [elizabeth.ore@lasu.edu.ng](mailto:elizabeth.ore@lasu.edu.ng)

<sup>3</sup>Universal Basic Education Commission, FCT, Abuja.  
[victoriaolu14@gmail.com](mailto:victoriaolu14@gmail.com)

### Abstract

Business Education is purposely designed as an educational programme that is expected to produce competent, knowledgeable, skilful, and efficient workforce who can favourably compete with the dynamics of work environment and become self-reliant. It focuses on training students who are expected to become job creators in order to bring about the desired economic growth and development within the country. This study focuses on the entrepreneurial skills of Business Education graduates that will lead to sustainable development in Nigeria. The study recommended among others that Business Education curriculum should be made more relevant and tailored towards the development of graduates' entrepreneurial skills that will make them job creators, government should pay attention to entrepreneurial development in the country by adequately training and retraining personnel on the 21<sup>st</sup> century entrepreneurial skills needed for students to be self-reliance, functional entrepreneurship centre should be established in all universities in Nigeria where students can put into practice all theories taught and government should allocate enough funds to finance entrepreneurship education in universities.

**Keywords:** Entrepreneurial, Skill, Entrepreneurial Skills, Business Education, Sustainable Development

### Introduction

The importance of quality education cannot be over emphasised. Education is the bedrock

of any nation that wants to grow, especially a developing country like Nigeria (Ore & Akporuovo, 2020). In many developing countries like Nigeria, education has been adopted as best instrument for effecting national development and one of the goals in the national philosophy of education is based on the belief that education is to be qualitative, comprehensive, functional, and relevant tailored towards the needs of the society (FRN, 2013).

The transmission and inculcation of morals, standards, norms and values of a society from one generation to another can only be possible through education this is because education is the bedrock for any nation that desire economic growth and sustainable development. Effective education therefore should go beyond mere literacy that is, the ability to read and write. It should incorporate ability to “do” and “apply” that is, it should equip the learners with some form of technical know-how.

The number of unemployed graduates in Nigeria suggests that most of them do not possess relevant employability or entrepreneurial skills that are needed in the society. This is technically one of the reasons why the nation is an economically developing nation till date. This is because most nations who are economic giants today, started by equipping their citizens with the right type of education that is, education that will enable them make use of both the cognitive and psychomotor domains. Education helps individuals to be creative and innovative. It increases knowledge, innovation, effectiveness and productivity, improves health and nutrition, reduces family size, develops creative reasoning skills, causes values to change, and changes attitude toward work and society (Nafghizer, 2004).

Education is the process of providing information to an inexperienced person to help him/her develop its cognitive, affective and psychomotor domains. However, most Business Education graduates are depended on the government for employment hitherto adding to the backlog of unemployed graduates in the country causing an increase in the unemployment rate of the country. This however contradict the objectives of Business Education programme in Nigeria that is supposed to produce graduates that are self-reliant, self-confident and employers of labour who are well equipped with entrepreneurial skills rather than job seekers. As a result of the inability of the Business Education curriculum to meet with its objectives and equip students with the right entrepreneurial skills, the programme has constantly produced a large number of graduates who are faced with the problem unemployment. This problem arises from faulty curriculum planning, design, implementation and evaluation, inadequate qualified and



well exposed and experienced Business Educators and lack of integration of practical with theoretical contents of Business Education curriculum.

### **Business Education Defined**

Business Education is the study of technologies related courses and the acquisition of practical and functional skills needed to function effectively either as employees or as employers of labour (Titiloye, 2012). It was further described by Titiloye and Muhammed (2016) as a programme that prepares the three domains of learning (mind, the brain, and the physical body) towards positive contribution to societal development. Business Education is supposed to serve as a tool for nation building and national development through the creation of jobs which in turns will result to wealth creation. Business Education is that aspect of educational programme designed to provide an individual with the needed practical business and vocational attitudes, understanding, knowledge, skills and values that will enable him or her function effectively in the society (Ubulom, 2006, as cited in Ubulom & Ogwunte, 2017). It is the intellectual and vocational preparation of people for earning a living in the contemporary industrial and business environment.

Business Education programme is basically designed to prepare graduate to be self-reliance, competent, skilful, technically sound and knowledgeable in order to perform effectively and efficiently in the work place. Krishnan (2008, as cited in Tiwari, 2012), Business education is about facilitating learning of job-related behaviours in order to improve individual and corporate performance. However, the content of the programme curricula does not totally match with the purpose of the programme as the content of the curriculum is more theoretical than practical. Dike (2009) viewed Business Education programme as an educational process of action about opportunities for engagement of students to be educated in business and educational related discipline.

According to Aquah (2014), Business Education instructional programme should focus on the knowledge attitude and skills needed by all citizens in order to effectively manage their personal business and the economic system. Therefore, Business Education students in tertiary institutions in Nigeria are supposed to be taught apart from the book knowledge those entrepreneurial skills that are required to become self-dependent, self-reliant and employers of labours thereby contributing to national development.

### **Concept of Entrepreneurship**

The word entrepreneurship came into use since the 16th century. Entrepreneurship was coined from the French word "entrepredre" which initially means the organizer of musical

or other entertainments (Gautam, & Singh, 2015). The concept is seen as the dynamic process of creating wealth by individuals who assume the risks involved in providing value for some products and/or services (Kuratko, 2009); “the process of performing the roles of planning, operating and assuming the risk of a business venture,” (Inegbenebor & Igbinomwanhia, 2010).

Entrepreneurship plays a critical role in boosting economic growth and development (Ho, Uy, Kang, and Chan, 2018). Entrepreneurship is becoming increasingly vital in modern economies since it is the main weapon of fighting unemployment and the creation of wealth (Khalifa & Dhiaf, 2016).

### **Concept of Entrepreneur**

The word entrepreneur is derived from the French etymology “*entrepredre*” which means undertaking or taking action. An entrepreneur is a founder of a new business venture or idea (Onuoha, 2008). He is a business proprietor who provides the required capital and bears the risk involved in the business. An entrepreneur is someone who is creative, innovative and a risk taker for the purpose of generating profit. An entrepreneur is a person that is never satisfied with the status quo but is ready and able to turn new ideas or invention into a successful innovation. He is a person who perceives a business opportunity through risks analysis and takes advantage of the situation to make a profit (Agbonlahor, 2016). An entrepreneur is a person that is never satisfied with the status quo but is ready and able to turn new ideas or invention into a successful innovation (Agbonlahor, 2016).

According to Gautam and Singh, (2015), an entrepreneur is an individual who can turn ideas into action. It includes creativity, innovation, and risk-taking, as well as the ability to plan and manage projects to achieve objectives. Therefore, an entrepreneur is an individual who identifies a business opportunity through strength, weakness, opportunity and threat (SWOT) analysis within his environment and takes advantage of the situation to make a profit.

### **Concept of Entrepreneurial Skills**

Entrepreneurship skills are indispensable for the economic survival of graduates in any nation. According to Mgbonyebi and Olaniyi (2019), educating people on the need for making their own business decisions, acquiring some basic vocational skills and using them with the knowledge gained in school is the bedrock of economic empowerment and development which is urgently needed in Nigeria.

Entrepreneurship skills include been able to possess the ability to see and assess business opportunities, to mobilize resources to exploit the opportunities and put in place necessary action-oriented, highly motivated individuals who bear risk to achieve goals (Barakabo, 2017). According to Sherine, Sameh, Reem, Allam and Abdalmuttaleb (2018) entrepreneurial skills in Business Education are: risk taking, critical thinking, problem solving, and innovation. Inculcation of entrepreneurial skills impels students to put theory into practice transcending mere understanding of what entrepreneurship is about. In so doing, students gain self-confidence and motivation, become proactive and creative (Junior Achievement, 2012). This in turn will lead to better Business Education graduates that are fully ready to take over the economy through job creation and innovativeness. A detailed explanation of entrepreneurial characteristics and traits was given by (Meredith, Nelson & Neck in Essien, 2006)

**Table 1: Entrepreneurial Characteristics and Traits**

| S/N | Characteristics      | Traits                                                                                                                |
|-----|----------------------|-----------------------------------------------------------------------------------------------------------------------|
| 1   | Self- confidence     | Confidence, Independence, Individuality, Optimism                                                                     |
| 2   | Task-result oriented | Need For Achievement, Profit Oriented, Persistence, Perseverance, Determination, Handwork, Drive, Energy, Initiative. |
| 3   | Risk-taking          | Risk-Taking Ability, Likes Challenges                                                                                 |
| 4   | Leadership           | Leadership behaviour gets along well with others, Responsive to suggestion, Criticisms.                               |
| 5   | Originality          | Innovative, Creative, Flexible (Openness of Mind)<br>Resourceful Versatile, Knowledgeable.                            |
| 6   | Future-oriented      | Foresight, Perceptive                                                                                                 |

Adopted from Meredith, Nelson & Neck in Essien, (2006)

These traits are expected to be possessed by Business Education graduates in order to become successful entrepreneurs.

### **Concept of Sustainability**

Sustainability is the efficient and equitable distribution of resources; intra-generationally and inter-generationally with the operation of socioeconomic activities within the confines of a finite ecosystem (Stoddart, 2011). Ben-Eli (2015) sees sustainability as a dynamic equilibrium in the process of interaction between the population and the carrying capacity of its environment such that the population develops to express its full potential without producing irreversible adverse effects on the carrying capacity of the environment upon which it depends. Sustainability brings into focus human activities and their ability to satisfy human needs and wants without depleting or exhausting the productive resources at their disposal (Thomas, 2015). Sustainability is the goal or endpoint of a process called sustainable development.

### **Concept of Sustainable Development**

Structurally, the concept can be seen as a phrase consisting of two words, “sustainable” and “development. Development is a process whose output aims to improve the quality of life and increase the self-sufficient capacity of economies that are technically more complex and depend on global integration (Remeny, 2004). It is described as the ability of a country to mobilize resources to improve the social welfare of the people by providing social amenities and infrastructures (Thom-Otuya & Inko-tariah, 2016).

Sustainable Development is the development that can be continued either indefinitely or for the given time period (Stoddart, 2011). The concept of sustainable development is based on the concept of development (socio-economic development in line with ecological constraints), the concept of needs (redistribution of resources to ensure the quality of life for all) and the concept of future generations (the possibility of long-term usage of resources to ensure the necessary quality of life for future generations).

Sustainable development is a core concept within global development policy and agenda. It provides a mechanism through which society can interact with the environment while not risking damaging the resource for the future. Thus, it is a development paradigm as well as concept that call for improving living standards without jeopardising the earth's ecosystems or causing environmental challenges (Abubakar, 2017).

Sustainable development is all about allowing this present generation to meet their needs without compromising the ability of the next generations to meet theirs. As stated earlier, unemployment and poverty are among other socio economic development challenge that bedevils Nigeria which will hinder intergenerational equity, gender equity, just and

peaceful societies, social tolerance, environmental preservation and restoration, poverty alleviation and natural resource conservation etc. thus, the importance of functional education that promotes self-reliance among graduates which entrepreneurship and vocational education philosophy strives to achieve cannot be overemphasized. According to the United Nations World Commission on Environment and Development (1987) in Ilechukwu, Njoku and Ugwuozor, (2014), development is sustainable if it meets the needs of the present without compromising the ability of future generations to meet their own needs. This implies that sustainable development enables people to develop knowledge, values and skills to participate in decisions about the ways they do things individually and collectively, locally or globally, that will improve their quality of life now without damaging the planet earth of the future.

Sustainable National development means progress, advancement or qualitative changes that is evident in a nation over a period of time. These are the contributions of individuals who transmit desirable values, habits, wisdom from one generation to the other, so as to ensure continuity (Olanipekun, Brimah & Rabi, 2015). Sustainable development is an effort at guaranteeing a balance among economic growth, environmental integrity and social well-being.

### **Entrepreneurial Skills of Business Education Graduates for Sustainable Development**

In the opinion of Umoren, Akpanuko and akpan (2015), no national development can take place without a robust economy that is driven by the collective actions of several entrepreneurial actors. That is, national development is a function of the development of individuals, and corporate entities within the country.

Hák, Janoušková, and Moldan (2016) have argued that transforming global society, environment and economy to a sustainable one is one of the most difficult tasks confronting man today since it is to be done within the context of the planet's carrying capacity. The World Bank (2017) continues that this calls for innovative approaches to managing realities. Business Education graduates must be creative enough to be able to transform the global society, environment and economy to a sustainable one in order to secure the future of the younger generation.

Thus, education is an inevitable tool, and its mastery is a basic condition for a nation's sustainable development. Therefore, for there to be sustainable development in any country, there must be the integration of knowledge and idea. This integration can only be possible if the educational system is that which focuses on the development of individual

potential and ability to be self-reliance.

Education for Sustainable Development should therefore focus on the education that seeks to equip people towards creating a sustainable future and this constitutes one of the germane objectives for the introduction of the Business Education programme in tertiary institutions in Nigeria. One of the most significant indicators of social progress is education, which also plays a decisive role for a society to achieve self-sustainable and equal development. Business Educators play a prominent role in preparing students to become responsible graduates and citizens, capable of making the astute economic decisions that will benefit their personal and professional lives and the society at large.

### **Conclusion and Recommendations**

Education is the most valuable treasure any nation can give to its citizens. Functional education should be geared towards the acquisition of knowledge and information as well as relevant skills, attitudes, aptitudes, competencies and abilities. Therefore, effective Business Education programme should implement relevant curriculum that is geared towards the preparation students to fully acquire adequate entrepreneurial skills that will make them become successful entrepreneurs thereby boosting the economy of the nation. What makes a nation to achieve greatness is the quality of contributions of her citizens in human and socio- economic development. Therefore, effective education is a potent system which every society has needs to promote desired social, political and economic growth.

The following were recommended by the researchers:

- i. The curriculum contents of business education in tertiary institutions in Nigeria should be reviewed to incorporate new ideas that can enhance the development of students' entrepreneurial skills that will make them self-reliant and in turn lead to sustainable national development.
- ii. Business education curriculum should be well-structured in such a way that it will integrate both practical and theory so that it will blend theory and practice thereby producing entrepreneurs rather than job seekers.
- iii. Government should employ adequate and qualified Business Educators that are well experienced in relating content with practices.



## References

- Abubakar, I. R. (2017). Access to sanitation facilities among Nigerian households: Determinants and sustainability implications. College of Architecture and Planning, University of Dammam, Saudi Arabia; Sustainability, 9(4), 547.
- Agbonlahor, A.A. (2016). Challenges of entrepreneurial education in Nigerian universities: towards a repositioning for impact. Journal of Educational and Social Research, 6, 208-214. doi:10.5901/jesr.2016.v6n1p208.
- Aquah, P.A (2014). Enriching business education curriculum for relevance in the global workforce. Global Journal of Human and Social Science. 14(7), 31-35.
- Barakabo, E. (2017). Teaching Entrepreneurship Education through Business Education: The Challenges and Prospects. International Journal of Innovative Social & Science Education Research 5(1), 48-55.
- Dike, V.E. (2009). Addressing Youth Unemployment and Poverty in Nigeria: A call for Action, Not Rhetoric. Journal of Sustainable Development in Africa, 11(3), 129-151
- Essien, E. E. (2006). Entrepreneurship: Concept and Practice. Uyo: Abaam Publishing Co.
- Federal Republic of Nigeria (2013). National Policy on Education. Abuja: Nigerian Educational Research & Development Council, (NERDC).
- Gautam, M. K. & Singh, S. K. (2015) Entrepreneurship education: Concept, characteristics and implications for teacher education. An International Journal of Education, 5. 21-35. Retrieved from [www.researchgate.net](http://www.researchgate.net)
- Hák, T., Janoušková, S. & Moldan, B. (2016). Sustainable development goals: A need for relevant indicators. Ecological Indicators, 60(1), 565–573.
- Ho, M., Uy, M. A., Kang, B.N.Y. & Chan, K. (2018). Impact of entrepreneurship training on entrepreneurial efficacy and alertness among adolescent youth. Original research, 3(13). doi: 10.3389/feduc.2018.00013
- Ilechukwu, L.C., Njoku, C.C. & Ugwuozor, F.O. (2014). Education & development disconnect in Nigeria: Education for sustainable development as the 21st century

imperative for Nigeria's national transformation, sustainable development & global competitiveness. *Journal of Economic & Sustainable Development*, 5(23), 44-56.

Junior, A. (2012). Entrepreneurs are made not born. Annual report. <https://www.juniorachievement.org/documents/20009/20682/JuniorpAchievementpAnnualpReportp2012/145bd88a-595f-409a-b658-821c9a1f5480>.

Khalifa A.H. & Dhiaf M.M. (2016). The impact of entrepreneurship education on entrepreneurial intention: The UAE Context. *Polish Journal of Management Studies*, 14. 119-128. doi: 10.17512/pjms.2016.14.1.11.

Kuratko D. (2009). *Introduction to Entrepreneurship* (8th Edition). USA: South-Western Centregate Learning.

Nwokolo, C. & Nwokolo, S. (2016). Girl-Child Education as a Panacea for National Development and Sustainability. *International Journal of Technology and Inclusive Education (IJTIE)*, Special Issue 3(1)

Okereke, L. C. & Okorafor, S. N. (2011). Entrepreneurship Skills Development for millennium Development Goals (MGFDS) in Business Education. *Business Education Journal*, 1(11), 83-88.

Olanipekun, W. D., Brimah, A. N. & Rabi, R. O. (2015), Entrepreneurial and Vocational Education Revolution: A Catalyst for Sustainable Development; Kuwait Chapter of *Arabian Journal of Business and Management Review* 4(12) 32-40.

Ore, E. R. & Akporuovo, E. (2000), Towards Enhancing Strategic Management Practices in Vocational and Technical Education Programme in Nigeria, *Journal of Educational Management and Business Studies*, 5(1); 57-70.

Sherine, B., Sameh, R., Reem, K., Allam, H., & Abdalmuttaleb, M.A. (2018). Business education and entrepreneurial skills: Evidence from Arab universities *Journal of Education for Business* 1(1) 1-10 <https://doi.org/10.1080/08832323.2018.1534799>

Stoddart, H., Schneeberger, K., Dodds, F., Shaw, A., Bottero, M., Cornforth, J. & White, R. (2011). *A pocket guide to sustainable development governance*. Stakeholder

Forum 2011. [Google Scholar]

- Titiloye, K. A. (2012). The education sector reforms: Prospects and challenges of secretarial education. *Gombe Journal of Research in Vocational Education*, 1(1), 145-150.
- Titiloye, K. A., & Muhammed, A. A. (2016). Ethical issues in the usage of new technologies among students of business education in tertiary institutions, *Nigerian Journal of Business Education*, 3(1), 61-70.
- Tiwari, S. M. (2012). Skills, competencies and employability through business education *AIMA Journal of Management & Research*, 6(4) 36-43.
- Thom-otuya, B.E.N. & Inko-Tariah, D.C. (2016). Quality education for national development: The Nigeria experience. *African Educational Research Journal*, 4(3), 101-108.
- Ubulom, W. J. & Ogwunte, P. C. (2017). Evaluation of Entrepreneurial Skills and Competencies Expected of Business Education Graduate Workers in Rivers and Bayelsa States. *International Journal of Innovative Social Sciences & Humanities Research* 5(4): 48-55
- Umoren, N. J., Akpanuko, E. E. & Akpan, S. S. (2015). Entrepreneurship Education and National Development: Evidence from Nigeria. *IABR*, 1(1), 35-53.

## **Analysis of The Effect Of Ethno-Religious Conflicts on the Actualisation of Kaduna State Education Strategic Plan (ESP), 2009–2020**

**JIBIR, Samira, ABDULLAHI Mohammed & AHMED Abubakar Audi**

Department of Public Administration, Faculty of Administration, Nasarawa

State University, Keffi, Nigeria

[mohammedabdul@nsuk.edu.ng](mailto:mohammedabdul@nsuk.edu.ng): 08037867095

### **Abstract**

Kaduna State has, in the past two decade, witnessed an upsurge in ethno-religious conflicts which created instability and insecurity across the state. This has underscored the main objective of the Kaduna Education Strategic Plan (ESP) 2009-2020 to expand education coverage in the State. This study seeks to examine the extent these conflicts have affected the realisation of the Kaduna Education Strategic Plan (ESP) 2009-2020 and the consequences thereof. A number of studies conducted on the effect of these conflicts have been generally on the socio-economic development of the state. However, the extent of its effect on actualisation of the objective of the Kaduna ESP 2009-2020 has not been studied in great details as attempted herein. This study used survey method, structured questionnaires, primary and secondary data to analyses the conflicts and education coverage, and it revealed that the ethno-religious conflict is a threat to expansion of education coverage. The study further revealed that the enrolment in the State has not been equitably progressive. It is recommended that the Kaduna State Government should adopt a “safe school initiative”, while increasing security presence in the schools in the State, especially the southern part in a bid to shore up enrolment and equitable education coverage.

**Keywords:** Ethno-Religious conflicts, Education coverage, Education strategic plan, Kaduna State

### **Introduction**

Kaduna State is a multi-ethnic state with over 60 ethnic groups (Salawu, 2010) and it has a significant population of the three dominant religions in Nigeria. For several decades now

the State has been grappling and trying to cope with the problem of ethno-religious conflict on the one hand, and the problem of educational development on the other. The low quality of education in the State has been linked to the incessant recurrence of ethno-religious conflicts over the years. It is said to have occasioned poor levels of learning achievement, state of infrastructure/facilities, adequacy of learning materials, and availability of competent teachers (Salawu, 2010; Kaduna State Government, 2008).

Ethno-religious conflicts in Kaduna State have created instability and insecurity of the citizens and has remained a constant threat to peaceful co-existence and possible educational development in the State and Nigeria society at large. These ethno-religious conflicts were characterised by violent attacks and killings, loss of business investments, and properties and destruction of public infrastructures like schools which affects the social and economic activities, of the State. The International Monetary Fund (IMF) (2019) stated that the loss of human life; destruction of infrastructure, human capital, and institutions; political instability; and greater uncertainty associated with conflicts (ethno-religious) can impede investment and socio-economic growth; not only during conflict but also afterward, making it difficult to escape the conflict trap (Collier, Elliott, Hegre, Hoeffler, Reynal-Querol, and Sambanis, 2002).

Conflicts in any of its variant has effect on education. About 82 percent of the reported 113 million children out of school are usually from in crisis and post-crisis (Ngwata, 2002). This indicated the destructive effect of conflict on participation or access to education (Ngwata, 2002). During conflicts (ethno-religious) all agents of education are affected in these circumstances: the education team, students, family, infrastructure, the school environment, curriculum and the strategies delivered by teachers. Education systems struggle to deliver education services in such adverse contexts presented during violent conflicts. The implication is that the need for strong education systems that promote learning, life skills, and social cohesion that can help children and youth to succeed is affected. It means that the critical role education can play in imparting lifelong learning and socio-economic development (Mendenhal, 2014) is in question.

A number of scholars have studied the ethno-religious conflicts in Kaduna State from a development perspective (Akin, James, and Muhammad, 1999; Alemika and Okoye, 2002; Along, 2011; Bashir, 2012; Lamorde, 2018; Salawu, 2010; Uroko, 2018; UNESCO, 2011; Ushe, 2015). These studies were mainly theoretical, anecdotal and instructive in their approach, and did not study the effect of the ethno-religious conflict on the Education Strategic Plan. In view of the need to bridge the gap in knowledge, this study seeks to

answer the question: what the effect of ethno-religious conflicts on the Kaduna State Education Strategic Plan of 2009 is–2020, and to proffer addressing measures.

The specific objective of this paper is to examine the effects of ethno-religious conflicts on the actualisation of the Kaduna State Education Strategic Plan of 2009–2020, and to assess the extent ethnoreligious conflicts can affect the prospects of expanding basic education coverage in Kaduna State.

### **Research Question**

This paper is predicated on a single research question: to what extent has ethno-religious conflicts in Kaduna State affected the actualisation of expanding basic education coverage in the State?

### **Hypothesis**

**H<sub>0</sub> 1:** Ethno-religious conflicts in Kaduna State poses no threat to the actualisation of expanding basic education coverage in the State.

### **Conceptual Clarification Framework**

#### **Conceptualising Ethno-religious Conflict**

Conflict is ubiquitous, natural and permanently recurring phenomenon of human. It forms a crucial and unavoidable part of human life (Hortwitz, 1985; Poirier, 2012; Roger, 2006). Conflict refers to a condition in which one identifiable group of human beings (whether tribal, ethnic, linguistic, religious, socio-economic, political or others) is engaged in conscious opposition to one or more identifiable human group because these groups are pursuing what are or appear to be incompatible goals (Hortwitz, 1985; Dougherty, Pfaltzgraff and Robert, 1981).

#### **Ethno-Religious Conflict**

The term “ethno-religious conflict” is seen as a characterisation of a conflict that has a mix of ethnic and religious colouration in its cause and demonstration. The term 'conflict' in the phrase, ethno-religious conflict is the headword, and it is synonymous with antagonism, opposition, disagreement, discord, combat and encounter. Conflict, also, connotes differences in perspectives, beliefs, actions or interests which results in competition between or among social entities (that is individual, group, organisation, etc.) (Dzisi, 2014; Hortwitz, 1985; Ursing, 2013). This is sometimes expressed through the use of violence means (Mankoe, 2017) to achieve an advantage and monopoly. Conflict can also be



conceptualised as a situation in which a particular group (tribe, ethnic group, ideological group or state) or person is engaged in a purposeful dispute or competition for principles relating to the preservation or enhancement of welfare, status or control with one or more groups or individuals and each seeking to neutralise, damage or destroy their competitors or competitions (Hortwitz, 1985; Krejci, 2017; Ursing, 2013).

A situation that spurs an antagonistic attitude among the groups, which they demonstrate by attempting to hurt the other group or tend to assert their interests by manipulating the other group (Kusa, 2005). A conflict reflects a certain quality of ties between the social environment units and its interpretations depends on the scope of the concept. The meaning in this context deal with specific feature of conflicts based on ethnic and religious typology; tag ethno-religious conflict. Thus, it is a mix of ethnic and religious types of conflict, usually experienced in multi-ethnic and multi-religious eco-system.

Ethno-religious conflict is a form of conflict supposedly generated on the basis of real or imagined “difference” rooted in ethnic and religious identities. It involves groups that have ethnicity and religion as an integral part of social and cultural life and where conflicting groups define themselves along ethnoreligious lines. It is noted that sometimes religious identity becomes part of an ethnic group's identity or vice versa, and it presents a volatile social mixture coupled with the power of the ethnic group's myth of common descent (Alemika and Okoye, 2002; Egwu, 2011). It creates a situation in which the relationship between members of one ethnic or religious group and another of such group in a multiethnic and multi-religious society is characterised by lack of cordiality, mutual suspicion and fear, and a tendency towards violent confrontation (Salawu, 2010). Therefore, ethno-religious conflict conflicts are a conflict between ethnic or religious groups with varying identifiable religious or ethnic identity within a multi-ethnic state which often take place as a consequence of ethnic nationalism tied to religious affiliation or vice versa, and the parties involved may perceive them as unsolvable.

Studies have shown the overlapping boundaries between ethnic and religious identities in Nigeria in the daily struggles of groups and communities for access to power and resources, or resisting domination (Alemika and Okoye, 2002; Egwu, 2011; Ikengah-Metuh, 1994; Salawu, 2020, ). Experiences from the past have shown that most violent conflicts in Nigeria result from interplay of ethnic, religious, political, socioeconomic and cultural differences. Therefore, an attempt to classify conflicts in Nigeria as solely religious, economic, ethnic, cultural or political may turn out to be misleading (Alemika & Okoye, 2002). This is because ethnicity and religion are two broad concepts that are so

interwoven to the extent that conflicts between groups tend to be quickly interpreted as ethnic or religious conflicts. This tendency of not establishing the boundary between ethnic, religious, cultural or political issues especially during moments of conflicts and violence has for want of a better expression been captured by some scholars as “ethno-religious conflicts” (Egwu 2011; Alemika & Okoye, 2002).

### **Education Strategic Plan: Component of Socio-economic Development Plan**

Socio-economic development of any region or area depends upon various factors or components, which belong to different parameters, and level of education, which is access to quality education is one of them. Education is essentially a process of growth and development which goes on throughout life. It is a crucial factor of social, economic and cultural development. In every sense, it is fundamental because the human mind makes possible all development achievements, from health advances and agricultural innovations to efficient public administration and private sector growth. It is through education that the human mind is developed. Education enriches people's understanding of themselves and world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition, it plays a very crucial role in securing economic and social progress and improving income distribution. Importance of education hardly needs any elaboration, it not only offers a large range of benefits to the individual concerned as well as to society in the form of a broader set of externalities (Mandelbaum, 2009). Besides improving the socio-economic conditions of people, education also can play a critical role in facilitating stability in a volatile ethno-religious configured region or state like Kaduna (Mendenhal, 2014), through literacy.

In order to realise in full, the benefits of education as highlighted, there has to be a plan designed to set decisions about what to do, why, and how to do it. It is a respond to questions of what the state wants to achieve in education in the future and how it plans to get there. It leads credence to strategic planning, which is the process of setting goals, deciding on actions to achieve those goals and mobilising the resources needed to take those actions. A strategic plan describes how goals will be achieved through the use of available resources. A strategic plan in the education sector is the physical product of the strategic planning process and embodies the guiding orientations on how to run an education system within a larger national development perspective, which is evolving by nature and often involves constraints.

### **The Kaduna State Education Strategic Plan (KSESP)**

The Kaduna State Education Strategic Plan (ESP) is a forward-looking plan, based on declared targets and policies that will assist in delivering the state's reform agenda for social development and poverty reduction through enhanced activities in the education sector. The ESP, 2009-2020 is based on policy objectives that derive from a number of sources, most notably the Kaduna Education Summit held in July 2005 and the Kaduna SEEDS presentation of 2004, together with Federal and State Government commitments to key education policies, such as Universal Basic Education (UBE) and Education for All (EFA). This has provided a sound policy document basis for the plan for Kaduna for the period 2009 to 2020. This sector-wide plan is intended to inform state stakeholders and development partners of Kaduna

State's commitment to achieving the Education for All (EFA) goals by 2015 and to guide in its strategy. The Kaduna State main policy objectives of the Education Strategic Plan of 2009-2020 are to: (i) improve the quality and relevance of basic, secondary and tertiary education; (ii) expand basic education coverage, especially for disadvantaged groups; (iii) provide appropriate non formal learning opportunities, particularly for illiterate and hard-to-reach children and youth, and (iv) strengthen Government's capacity to manage, plan, and monitor the delivery of education services more effectively and efficiently.

### **Empirical Review**

Onwumah (2014) examined the roots, causes and implications of the communal and ethno-religious crisis in Nigeria. The researcher takes a detailed look at the past of communal, ethnic and religious crises in Nigeria over the three-decade period from 1987 to 2006 and discusses, among other items, the causes and effects of such crises. Thomas, et al. (2010) looked at effect of armed conflict on the relative socioeconomic position of rural households: a case study from western Côte d'Ivoire. It revealed that the interrelationship between armed conflict and poverty are based primarily on aggregated macro-level data and/or qualitative evidence and usually focus on adherents of warring factions. Weak socioeconomic dynamics were observed; every seventh household was defined as 'worse-off' or 'better-off' despite the war-time circumstances. In the study of Tang (2009) advances a more rigorous description of the security problem is advanced in the report. It shows the essential consequences of a rigorously redefined definition. It discusses a variety of prominent extensions and expansions of the original definition, showing that most have been incorrect and deceptive, and suggests solutions to correct the errors. Finally, it discusses many areas of potential study that may provide valuable new insights into the complexities of the security dilemma. From the foregoing none of the studies addressed the subject matter; how ethnoreligious conflicts affects educational development. It could

be implied that education is an indicator of socio-economic development, but the study by Thomas, et al., (2010) focuses on rural household.

In the same pattern Umar (2015) and Along (2011) research on ethnic and religious conflicts in Kaduna and their implications for the Socio-economic and political development. Shedrack (2016) in his research work entitled “the impact of ethno-religious crisis on socio-economic development of rural areas in Bali Local Government Area of Taraba State, Nigeria. The study aimed to identify the influence of ethnoreligious crisis in socio-economic development, identify the causes of ethno-religious crisis and suggest possible ways of curtailing it in the study area. The research relied on primary and secondary data. And the findings concluded that ethno-religious crisis has negative impact on the socio-economic development of the people in Bali Local Government Area of Taraba Sate. A critical analysis of the study indicated that the study did not use of any of the socio-economic development indicator to measure the impact of the ethno-religious crisis on the people of Bali, which a serious methodological deficiency in assessing socio-economic development and cannot be relied on to make inference to education as an indicator of socio-economic development.

Conflicts have been found to lead to higher migration rates. Valente (2011) buttressed this finding with the study on the impacts of civil war in Nepal between 1996 and 2006. It was revealed that that the conflict leads to higher migration rates among the most educated and affluent groups, whereas the poorest are more likely to remain. Also, it leads to inequality to access to education at subnational levels between gender groups and ethnic groups (Kibris, 2015; Shemyakina, 2011; Justino, 2010; and Østby and Urdal, 2014). Collier et al., (2003) assert that internal conflict disrupts educational access and provision. It established that educational participation often decline during periods of conflict (Lai and Thyne, 2007; Shields and Paulson, 2015; and Poirer, 2012). It was also found out that internal conflict undermines public service delivery, including that of education, through numerous mechanisms. Ghobarah, Huth, and Russett (2003) identify several ways that conflict compromises outcomes in the short and long-term, including through: (a) shifts in spending from education to security or other conflictinduced investments; and (d) complications to education service delivery resulting in less efficient use of resources (e.g., greater difficulty supplying educational resources where transportation infrastructure is reduced). Justino (2016) identifies supply-side limitations to education in the aftermath of conflict, namely harm to school infrastructure and internal displacement to camps, with less possibility of schooling opportunities and or quality education. Along these lines, students and educators may be targets of violence, and possibly kidnapped for ransom.

Luisa and Antonio (2016) study on impact of armed conflicts on education and educational agents. The study investigated the short and long-term pernicious impact of armed conflicts on education and educational agents (students, teachers and students' parents), using a multivocal review they identified nine categories of impact: a) Refusal and impediments to a return to education; b) Educational infrastructure damaged or destroyed; c) Cuts in or withdrawal of spending on education; d) Loss of the educational and protective functions of the family; e) Loss of the academic community; f) Non-qualified teaching staff; g) Drastic loss of skills; h) Abandoning school (population movements, destruction of networks and social environment); i) Behavioural problems: traumas, pedagogical roles and self-victimisation. These categories have highlighted the serious consequences arising from conflicts, infringing as they do the most basic human rights and in particular the right to a sound education during childhood.

While cross-national research on the outcomes of different types of internal conflicts has been limited, there is reason to expect that ethno-religious conflicts could be particularly influential on inequality. With ethnic affiliation and ethno-religious motives shaping some conflicts, it follows that outcomes of conflict may differ along group lines. Costalli, Moretti, and Pischedda (2017) examined the impact of ethnic conflict on economic outcomes and found it to be no more influential than ideological ones; however, few quantitative analyses have looked at the unique effects of ethno-religious conflict on education or educational coverage. Yet educational inequalities may occur through political mechanisms in which education systematically discriminates against ethnic, religious, gender, and other groups, with new potentially discriminatory mechanisms; sometimes instituted as a direct reaction to conflict. Bush and Saltarelli (2000) explain that the winners of conflict may adapt the education system to favour their group, changing the curriculum or even restricting the educational opportunities of certain groups, for example in apartheid in South Africa. Finally, ethno-religious conflicts may also have unique but indirect impacts on the education of certain groups, such as when some groups are more vulnerable to displacement and, therefore, fewer educational opportunities. Czaika and Kis-Katos (2009) find, for example, that migration was more likely to occur from villages with larger ethnic Javanese in the 1999/2002 conflicts in Aceh, Indonesia and explain that this may be due to the threats directed towards Javanese populations during conflict.

Internal conflicts in any form, like ethno-religious conflicts reshape the distribution of education in a society through the multitude of mechanisms. This study builds on the current literature on the topic by empirically identifying the effect of these factors on actualisation of Kaduna Education Strategic Plan,



2009-2020 looking specifically at the expansion of education coverage objective. Specifically, the study will employ a propensity score matching difference-in-differences (DD) approach to identify the effect of ethno-religious conflict on education coverage using a comprehensive dataset of enrolment in the state spanning for 5 years from 2014 to 2018, by comprehensively analysing the enrolments in the Senatorial Districts in Kaduna State.

### **Theoretical Framework Economic Theory of Conflict: Ethnic Defection Theory**

The roots of modern theories of conflict can be traced to Max Weber, Karl Max, Sigmund Freud, Niccolo Machiavelli, Carl von Clausewitz and Adam Smith; source these writers postulated in a western-oriented traditions; analysed conflict vis-à-vis the prisms of economic ramifications. However, currently, there are different theoretical approaches to understanding conflicts ravaging the whole of the world (United States Institute of Peace, 2007; Anirban and Debraj, 2014).

There are variances of economic theory of conflict, which the theory of ethnic defection is one of them (Macleans, 2012). Charles and Osah (2018) highlighted that theory of ethnic defection is based on reaction to economic and political discrimination which affect certain sections/ethnic groups in a society. The ethnic groups in a conflict hold onto their identities and do not accept other identities (Kaufman, 1996; Kalyvas, 2005; Sabanis, 2001; Horowitz, 1985; Nnoli, 2007). The premise of the theory is based on ethnicity theory. It emerged as an important form of collective identity in the 1960s, it has been appropriated by all kinds of people for all kinds of purposes. From political mobilisation that uses the necessity of ethnic homogeneity as the basis for expelling populations of different racial backgrounds, to the conflation of ethnicity with religion (as when people assume Muslims are an ethnic category), and the reduction of complex geostrategic and historic conflicts to 'ethnic strife'.

Abner Cohen's (1969) is a major proponent of this theory as it relates to ethnicity. It was theorised in his thesis on the instrumentality of ethnic affiliation, looking at the Hausa and Yoruba tribes in Nigeria. It suggested that the principal function of ethnicity was informal political organisation. He argued that political elites in some cases create but also use and exploit 'primordial' symbols to gain the allegiance of potential followers. Cohen's analysis also laid the foundation for instrumentalist contributions to the study of ethnic conflict. They posit that elites agitate ethnic tensions and, in some cases, intentionally provoke ethnic violence as a method to seize power, protect their existing authority, or defend against group threats (Fearon & Laitin 2000; Kaufmann 2005).



Following the line of the theorisation, a major postulation of the variance of this theory is that conflicts are caused by elite competition over valuable natural resources' rents and the competition that causes conflict is always conceal as collective grievance. Therefore, the root cause of ethno-religious conflicts in Kaduna State could not be far from this reality. Hence, the adoption of this theory in this study.

## Methodology

This paper used survey and analysis of existing data. The study relied mainly on primary and secondary data. The primary data is collected through the use of structured questionnaire developed by the researcher and administered to Heads of Schools and Parents of pupils in Kaduna State public primary schools. While the secondary data is sourced from the Kaduna Bureau of Statistics and the Kaduna State Annual Census Report on Education by the Kaduna State Ministry of Education, Science and Technology.

The secondary data collect comprised of the entire pupils in the Kaduna State public primary schools from 2014-2018 in the LGAs in the State. To get an appreciable representative distribution, the LGAs in Kaduna State were categorised according to Senatorial Districts (see Table 1)

**Table 1:** LGAs Under the Senatorial Districts in Kaduna State

| Southern Kaduna Senatorial District | Northern Kaduna Senatorial District | Central Kaduna Senatorial District |
|-------------------------------------|-------------------------------------|------------------------------------|
| Jaba                                | Ikara                               | Birnin Gwari                       |
| Jema'a                              | Kubau                               | Chikun                             |
| Kachia                              | Kudan                               | Giwa                               |
| Kagarko                             | Lere                                | Igabi                              |
| Kaura                               | Makarfi                             | Kaduna North                       |
| Kauru                               | Sabon Gari                          | Kaduna South                       |
| Sanga                               | Soba                                | Kajuru                             |
| Zangon Kataf                        | Zaria                               |                                    |

The public primary school is selected because it is cumbersome to assess all the level of basic education in a study like this. Also, primary education is a compulsory education, as captured under Universal Basic Education programme. A period of 2014-2018 data was selected because the Revised Kaduna State Education Strategic Plan of 2009-2020 was implemented in 2015, and as at 23rd February, 2021 the report of the 2019/2020 Annual Census Report is yet to be published. According to the 2014-2018 Annual Census Reports the pupils' enrolments in primary school for the five-year period stood at 7,582,069. The number of public primary schools stood at 4,211 as at 2018/2019 Kaduna State Annual Census Report (Kaduna State ASC Report; 2018/2019, Ministry of Education Kaduna State, 2020).

Since it is usually not possible to study the entire target population of this study, considering the large size and limited resources and time, a sample from the population is adopted using the Cochran (1963), formula used to yield a representative sample for proportion, which is  $n_0 = \frac{Z^2 pq}{e^2}$ . The resulting sample size is demonstrated using the formula above, where  $n_0$  is the sample size,  $Z^2$  is the abscissa of the normal curve that cut and area  $\alpha$  at tail ( $1 - \alpha$  equals the desired confidence level of 95%),  $e$  is the desired level of precision,  $p$  is the estimated proportion of an attribute that is present in the population, and  $q$  is

$1 - p$ . Therefore;  $n_0 = \frac{1.96^2 (0.5)^2 (0.5)}{(0.05)^2} = 385$  respondents. The selected sample population size is approximated to 400 respondents for the Heads of Public Primary Schools. The distribution of the population sample size among the schools for Heads of Schools and Parents of the pupils were determined by the percentage of the number of the schools to the selected sample population size. The percentages of the distribution are shown in Table 2

below: **Table 2: Distribution of Selected Sample of Schools for Heads of Schools**

| Districts                 | Num. of Schools | % of frequency of Schools | Respondent Sample Size (% of frequency of School) |
|---------------------------|-----------------|---------------------------|---------------------------------------------------|
| Southern Kaduna District  | 1,659           | 39                        | 156                                               |
| Northern Kaduna Districts | 1,369           | 33                        | 132                                               |
| Central Kaduna Districts  | 1,183           | 28                        | 112                                               |
| <b>Total</b>              | <b>4,211</b>    | <b>100</b>                | <b>400</b>                                        |

Source: Kaduna State Ministry of Education (2020).

In drawing the respondents from the samples, the researcher used a random sampling technique to select the schools, from the selected schools a purposive sample technique is used to select the principal and a Parent of the student prefect to answer the questionnaire. The researcher organized the data collected from the questionnaire and existing data, and presents it using tabular form of descriptive statistics as it relates to the research questions, where the numbers of data to each response options will be computed to the rating scale classification in statistical criteria. It is then be analysed using percentages. The hypothesis is analysed and interpreted using the ANOVA statistical test to determine the variance in the observed mean and used it to either accept or reject the hypothesis on an alpha value of 0.05. For proper presentations a bar and pie chart is used to present the percentage responses.

### **Result and Findings**

The data collected from Kaduna Annual Census Report from 2014-2018 were collated. The comparative analysis of the enrolment percentages over the years were calculated and key indicators of educational coverage, that is: the Gross Enrolment Ratio (GER); Net Enrolment Rate (NER); Gross Intake Ratio (GIR); Net Intake Rate (NIR); and Completion Rate (CR) were determined and used for the analysis. The analysis was categorised by senatorial district mapping and a ratio analysis over the years were done for a perspective description. Responses from the questionnaire were presented to gauge and provide interpretations to the findings.

**H<sub>0</sub> – 1:** Ethno-religious conflicts in Kaduna State poses no threat to the actualisation of expanding basic education coverage in the State.

Table 3 below is the frequencies and percentages of responses on the identified possible factors that poses a threat to enrolment in Kaduna State.

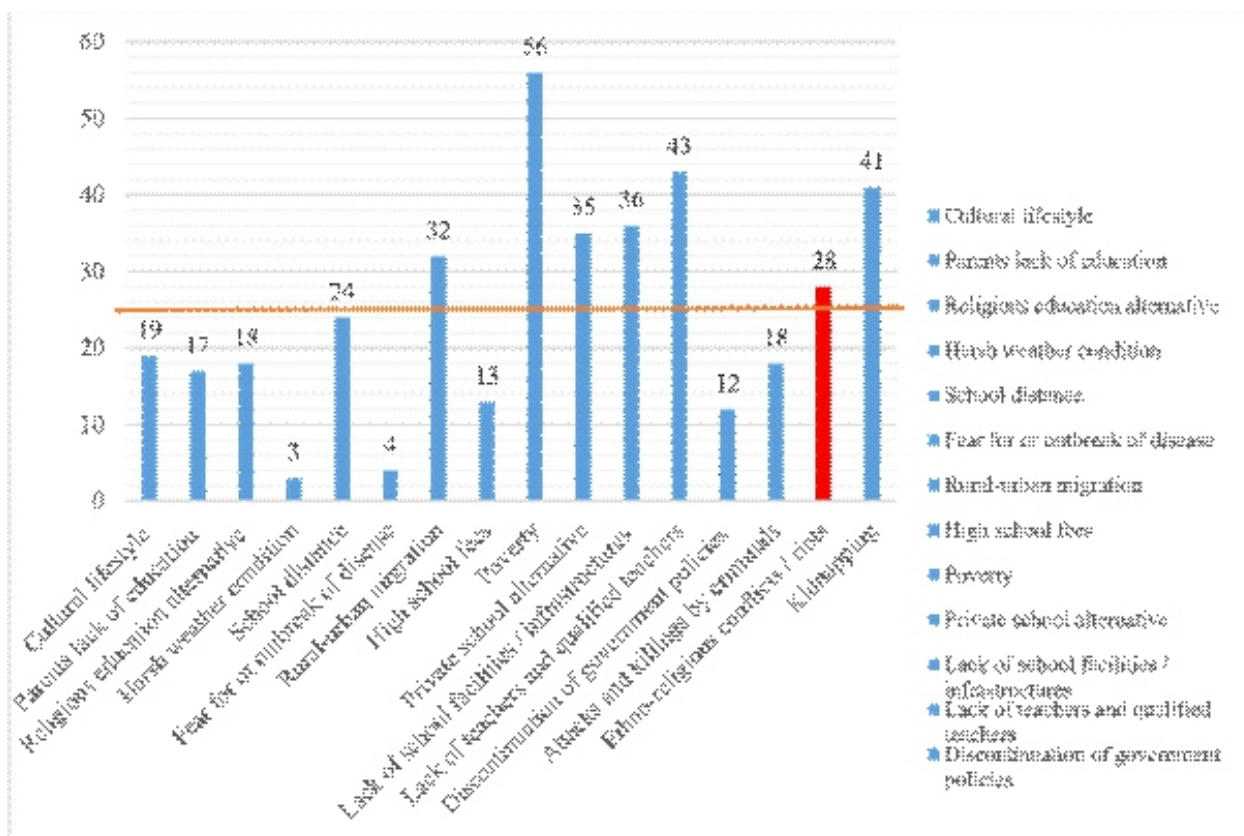
**Table 3:** Frequency and Percentage Responses on Factors that Poses Threat to Enrolment in Primary School in Kaduna State

| Theme                              | Factors                                                                    | Responses |    |                 |    |          |    | Av.<br><i>f</i> | %  | Rank             |
|------------------------------------|----------------------------------------------------------------------------|-----------|----|-----------------|----|----------|----|-----------------|----|------------------|
|                                    |                                                                            | 1st       |    | 2 <sup>nd</sup> |    | 3rd      |    |                 |    |                  |
|                                    |                                                                            | <i>f</i>  | %  | <i>f</i>        | %  | <i>f</i> | %  | Tot             |    |                  |
| Cultural Factor                    | Cultural lifestyle<br>(pastoral/nomadic lifestyle)                         | 4         | 1  | 25              | 6  | 28       | 7  | 19              | 5  | 9 <sup>th</sup>  |
|                                    | Parents lack of education<br>(seeing no need for formal<br>education)      | 13        | 3  | 20              | 5  | 17       | 4  | 17              | 4  | 12 <sup>th</sup> |
|                                    | Religious education<br>alternative (preference for<br>religious education) | 13        | 3  | 26              | 6  | 15       | 4  | 18              | 5  | 9 <sup>th</sup>  |
|                                    | Sub-Total                                                                  | 30        | 7  | 71              | 17 | 60       | 15 | 54              | 13 |                  |
| Environmental<br>Factor            | Harsh weather condition                                                    | -         | -  | 5               | 1  | 4        | 1  | 3               | 1  | 15 <sup>th</sup> |
|                                    | School distance                                                            | 15        | 4  | 31              | 8  | 27       | 7  | 24              | 6  | 8 <sup>th</sup>  |
|                                    | Fear for or outbreak of<br>disease                                         | -         | -  | 5               | 1  | 8        | 2  | 4               | 1  | 15 <sup>th</sup> |
|                                    | Sub-Total                                                                  | 15        | 4  | 41              | 10 | 39       | 10 | 31              | 8  | 5 <sup>th</sup>  |
| Socio-<br>Economic                 | Rural-urban migration                                                      | 10        | 3  | 45              | 11 | 41       | 10 | 32              | 8  | 6 <sup>th</sup>  |
|                                    | High school fees                                                           | -         | -  | 10              | 3  | 28       | 7  | 13              | 3  | 13 <sup>th</sup> |
|                                    | Poverty                                                                    | 94        | 24 | 40              | 10 | 35       | 9  | 56              | 14 | 1 <sup>st</sup>  |
|                                    | Private school alternative                                                 | 70        | 17 | 22              | 5  | 13       | 3  | 35              | 9  | 4 <sup>th</sup>  |
|                                    | Sub-Total                                                                  | 174       | 44 | 117             | 29 | 117      | 29 | 136             | 34 |                  |
| Policy and<br>Governance<br>Factor | Lack of school facilities /<br>infrastructures                             | 42        | 10 | 30              | 8  | 37       | 9  | 36              | 9  | 4 <sup>th</sup>  |
|                                    | Lack of teachers and<br>qualified teachers                                 | 51        | 13 | 25              | 6  | 53       | 13 | 43              | 11 | 2 <sup>nd</sup>  |

|                   |                                                                                                             |     |     |     |     |     |     |     |     |                  |
|-------------------|-------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------------------|
|                   | Discontinuation of government policies (school feeding programme, free education- school uniform and books) | 12  | 3   | 15  | 4   | 10  | 3   | 12  | 3   | 13 <sup>th</sup> |
|                   | <b>Sub-Total</b>                                                                                            | 105 | 26  | 70  | 18  | 100 | 25  | 91  | 23  |                  |
| <b>Insecurity</b> | Attacks and killings by criminals                                                                           | 10  | 3   | 29  | 7   | 14  | 3   | 18  | 5   | 9 <sup>th</sup>  |
|                   | Ethno-religious conflicts / riots                                                                           | 25  | 6   | 26  | 7   | 32  | 8   | 28  | 7   | 7 <sup>th</sup>  |
|                   | Kidnapping                                                                                                  | 40  | 10  | 46  | 12  | 38  | 10  | 41  | 10  | 3 <sup>rd</sup>  |
|                   | <b>Sub-Total</b>                                                                                            | 75  | 19  | 101 | 26  | 84  | 21  | 87  | 22  |                  |
|                   | <b>Grand Total</b>                                                                                          | 400 | 100 | 400 | 100 | 400 | 100 | 400 | 100 |                  |

Source: Calculations of Data from Field Study (Questionnaire) (2021).

The table above indicated that 6% of respondents are of the opinion that ethno-religious conflicts are 1st in the list of factors that could affect expansion of enrolments in Kaduna State. In same line of thought 7% and 8% of the respondents stated that ethno-religious conflicts are second and third respectively on the list of factors that possess threat to expansion of enrolment in the State. On an average 7% of the total respondents identified that ethno-religious crisis is a major threat to the actualisation of the expansion of education coverage through enrolment in the State. Based on the total percentages of responses received for each factor, ethno-religious conflict factor ranked 7th out of 16. From an exploratory analysis of the data, it indicated that ethno-religious conflicts pose a threat to actualisation of expansion of education coverage in Kaduna State. The analysis is further presented in Figure 1, indicating the average line which clearly show that ethno-religious conflict factor is quite above the line. **Figure 1:** Bar Chart of the Total Average of Frequency of Responses on the Factors that Pose Threat to Education Coverage



A further analysis using a two-factor ANOVA to determine the variance of the mean and test the hypothesis is done. The summary of the analysis is presented in Table 4 below.

**Table 4:** Summary of ANOVA Statistical Calculation and Presentation

|                                       |                                |            |                |                 |                |               |
|---------------------------------------|--------------------------------|------------|----------------|-----------------|----------------|---------------|
| Mean                                  | Ethno-religious crisis / riots |            | Other Factors  |                 |                |               |
| Observed Mean                         | 28                             |            | 372            |                 |                |               |
| Expected Mean                         | 25                             |            | 375            |                 |                |               |
| Anova: Two-Factor Without Replication |                                |            |                |                 |                |               |
| <i>SUMMARY</i>                        | <i>Count</i>                   | <i>Sum</i> | <i>Average</i> | <i>Variance</i> |                |               |
| Observed Mean                         | 2                              | 400        | 200            | 59168           |                |               |
| Expected Mean                         | 2                              | 400        | 200            | 61250           |                |               |
| Ethno-religious conflicts / riots     | 2                              | 53         | 26.5           | 4.5             |                |               |
| Other Factors                         | 2                              | 747        | 373.5          | 4.5             |                |               |
| ANOVA                                 |                                |            |                |                 |                |               |
| <i>Source of Variation</i>            | <i>SS</i>                      | <i>df</i>  | <i>MS</i>      | <i>F</i>        | <i>P-value</i> | <i>F crit</i> |
| Rows                                  | 0                              | 1          | 0              | 0               | 1              | 161.4476388   |
| Columns                               | 120409                         | 1          | 120409         | 13378.77778     | 0.005503780216 | 161.4476388   |
| Error                                 | 9                              | 1          | 9              |                 |                |               |
| Total                                 | 120418                         | 3          |                |                 |                |               |



The analysis indicated that the p-value or probability of obtaining an F statistic of 161.44 or larger at the column (Ethno-religious conflicts) when the null hypothesis is true is 0.0055. Since the p-value is less than the specified alpha of 0.05, the null hypothesis is rejected; thus, ethno-religious conflicts in Kaduna State poses a threat to the actualisation of expanding basic education coverage in the State. This is also in line with the exploratory analysis interpretation presented earlier.

**Research Question 1:** To what extent has ethno-religious conflicts in Kaduna State affected the actualisation of expanding basic education coverage in the State?

The demographic data on the number of schools and useable classrooms in each of the Senatorial

Districts is analysed and presented in the Table 5.

**Table 5:** Total Number of Public Primary Schools and Usable Classrooms Average for 2014–2018

| Senatorial Districts     | Public Primary Schools Total Enrolments 2014 – 2018 |                      |                |                    |               |
|--------------------------|-----------------------------------------------------|----------------------|----------------|--------------------|---------------|
|                          | Num. of Sch.                                        | Num. of Usable Class | % - Sch./Class | Ratio - Sch./Class | Dev.          |
| Southern Kaduna District | 1,659                                               | 8,540                | 39 / 41        | 2 / 9              | 255 / 1,623   |
| Northern Kaduna District | 1,369                                               | 6,485                | 33 / 31        | 1 / 6              | -35 / -432    |
| Central Kaduna District  | 1,183                                               | 5,727                | 28 / 28        | 1 / 6              | -221 / -1,190 |
| <b>Total</b>             | <b>4,211</b>                                        | <b>20,752</b>        |                |                    |               |

Source: Calculation Data sourced from Kaduna State Ministry of Education (2020).

To answer the research question on the summary analysis of the primary school enrolments from 2014– 2018 in the 23 LGAs categorized into the three Senatorial Districts is presented in Table 6.

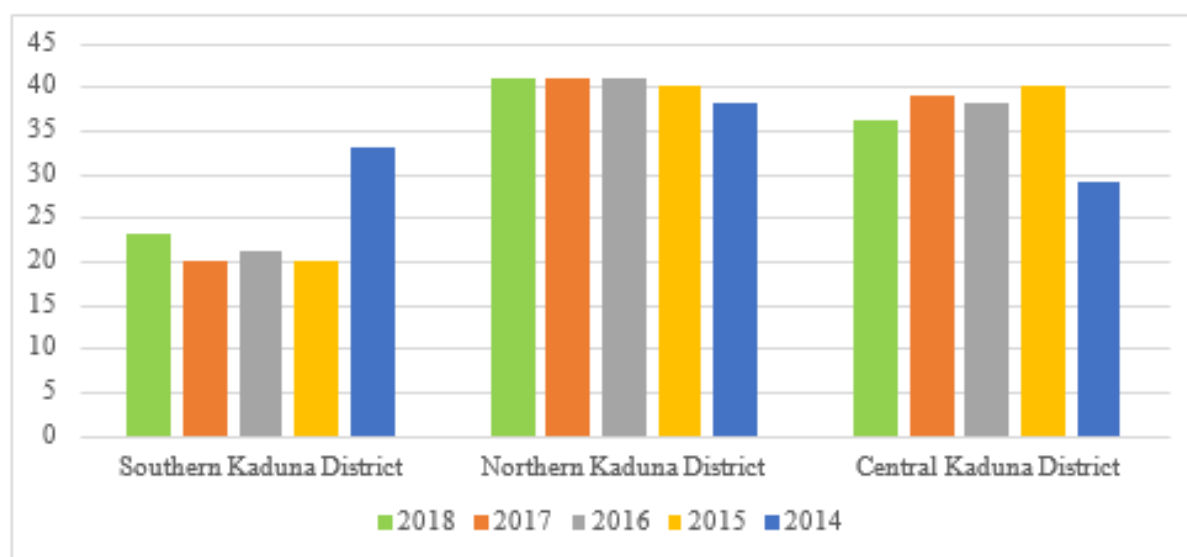
**Table 6:** Summary of Total Enrolment of Pupils and its Percentages in the Public Primary Schools from 2014–2018 in Kaduna State

| Kaduna Senatorial Districts | 2018             |            | 2017             |            | 2016             |            | 2015             |            | 2014             |            |
|-----------------------------|------------------|------------|------------------|------------|------------------|------------|------------------|------------|------------------|------------|
|                             | <i>f</i>         | %          | <i>f</i>         | %          | <i>f</i>         | %          | <i>f</i>         | %          | <i>f</i>         | %          |
| Southern                    | 425,512          | 23         | 337,197          | 20         | 327,596          | 21         | 290,943          | 20         | 387,200          | 33         |
| Northern                    | 736,083          | 41         | 709,903          | 41         | 627,235          | 41         | 567,426          | 40         | 447,739          | 38         |
| Central                     | 661,388          | 36         | 673,926          | 39         | 581,771          | 38         | 562,587          | 40         | 345,100          | 29         |
| <b>Total</b>                | <b>1,822,983</b> | <b>100</b> | <b>1,721,026</b> | <b>100</b> | <b>1,536,602</b> | <b>100</b> | <b>1,420,956</b> | <b>100</b> | <b>1,180,039</b> | <b>100</b> |

Source: Kaduna State Ministry of Education (2020); Kaduna State Ministry of Education, Science and Technology (2015, 2016, 2017, 2018).

This is further represented in the Figure 1 showing the bar chart flow of the trend.

**Figure 2:** Bar Chart of the Percentage of the Total Enrolments of the Senatorial Districts for 2014 - 2018



The enrolment trend as indicated by the data presented in Table 7.2, showed that there has been an observable decline in enrolment in Southern Kaduna District from 33% in 2014 to an average of 21% from 2015–2018. While Northern Kaduna District increased from 38% in 2014 to an average of 41% from 2015–2018. Also, Central Kaduna District increased from 29% in 2014 to an average of 38% from 2015–2018. This trend indicated that Southern Kaduna District instead of expanding in its basic education coverage in the State, it is declining. More so that Southern Kaduna District has the highest percentages of schools and useable classroom in the State, which stood at 39% and 41% respectively.

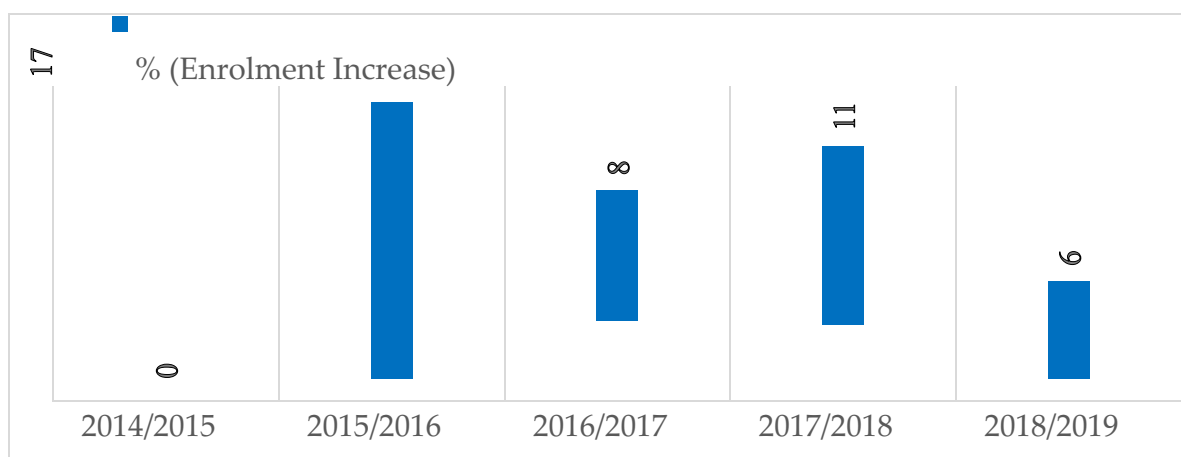
Therefore, the extent of actualisation of the objective of expanding basic education coverage in the State as envisioned in the Kaduna Education Plan 2009–2020 is fully attained. As the Southern Kaduna District has not maintained a progressive expansion of its education coverage from the 2014 enrolment. Further analysis indicated that there is a shortfall in the enrolment increase from 17% increase in 2015 against 2014 to an average of 8% from 2016–2018. The Analyses are shown in Table 7.

**Table 7:** Total Enrolments in Public Primary School in Kaduna State from 2014–2018 and its Percentage increase

| Academic Year | Total Enrolment  | %          | f (Enrolment Increase) | % (Enrolment Increase) |
|---------------|------------------|------------|------------------------|------------------------|
| 2014/2015     | 1,180,039        | 15         | 0                      | 0                      |
| 2015/2016     | 1,420,956        | 19         | 240,917                | 17                     |
| 2016/2017     | 1,536,602        | 20         | 115,646                | 8                      |
| 2017/2018     | 1,721,026        | 22         | 184,424                | 11                     |
| 2018/2019     | 1,822,983        | 24         | 101,957                | 6                      |
| <b>Total</b>  | <b>7,681,606</b> | <b>100</b> |                        |                        |

Source: Calculation of Data sourced from Kaduna State Ministry of Education (2020); Kaduna State Ministry of Education, Science and Technology (2015, 2016, 2017, 2018). The table above indicated that the expansion in the education coverage in the State has not be steadily sustained. This is represented in Figure 3 below.

**Figure 3:** Bar Chart of Percentage of Enrolment Increase from 2014-2018



This goes to show that in a general analysis the expansion objective of the education coverage has experienced shortfall from 17% in 2014 to 6% in 2018. Therefore, the objective would be said not to be attained in the wide state education coverage.

Kaduna ESP 2009-2020 placed enrolment projections for Kaduna State primary schools at; 2014-1,463,784; 2015-1,518,201; 2016-1,579,286; 2017-1,731,630; 2018-1,779,623. A comparative analysis of the actual enrolment total with estimated projections is shown Table 8 below. It highlighted the difference in the actual enrolment and the Kaduna ESP, 2009-2020 projections.

**Table 8:** Highlights of Actual Enrolment Kaduna ESP, 2009-2020 projections

| Academic Year | Total Actual Enrolment | ESP Enrolment Projection | Diff. Enrolment Actual and Projection | Variance |
|---------------|------------------------|--------------------------|---------------------------------------|----------|
| 2014/2015     | 1,180,039              | 1,463,784                | -283,745                              | -141,872 |
| 2015/2016     | 1,420,956              | 1,518,201                | -97,245                               | -48,622  |
| 2016/2017     | 1,536,602              | 1,579,286                | -42,684                               | -21,342  |
| 2017/2018     | 1,721,026              | 1,731,630                | -10,604                               | -5,302   |
| 2018/2019     | 1,822,983              | 1,779,623                | 43,360                                | 21,680   |

Source: Calculation of Data sourced from Kaduna State Ministry of Education (2020); Kaduna State Ministry of Education, Science and Technology (2015, 2016, 2017, 2018).

The table above clearly indicated that the Kaduna ESP 2009-2020 has not met its own projections from 2014-2017. It was only in 2018 that it attained the estimated enrolment projection. Thus, it could be said that the Kaduna ESP 2009-2020 objective of actualisation of expansion of education coverage has not been fully met over the years,

The extent the ethno-religious conflicts is a factor to this trend is indicated by the respondents in their opinion which affirm that the spite of ethno-religious conflicts and attacks in the State has occasioned closures of schools and pupils' refusal to come to school and migration to other towns in the State. This assertion is based on the analysis and findings from the questionnaire administered. The summary of the response's percentages is presented in Table 9 below.

**Table 9:** Frequency and Percentage Analysis of Responses on the Extent of Ethno-religious Conflicts affects Students Education

|    | Question Statement                                                                                     | Large Extent |    | Moderate Extent |    | Low Extent |   |
|----|--------------------------------------------------------------------------------------------------------|--------------|----|-----------------|----|------------|---|
|    |                                                                                                        | <i>f</i>     | %  | <i>f</i>        | %  | <i>f</i>   | % |
| 1. | To what extent has the ethno -religious conflicts and attacks occasioned the closure of your school    | 261          | 65 | 129             | 32 | 10         | 3 |
| 2. | To what extent has the ethno -religious conflicts and attacks occasioned your students missing schools | 270          | 67 | 120             | 30 | 10         | 3 |
| 3. | To what extent has the ethno -religious crisis and attacks caused your students to abandon school.     | 181          | 45 | 200             | 50 | 19         | 5 |

|    |                                                                                                                               |     |    |     |    |     |    |
|----|-------------------------------------------------------------------------------------------------------------------------------|-----|----|-----|----|-----|----|
| 4. | To what extent has the ethno -religious crisis and attacks make your students to leave your school and attend another school. | 298 | 74 | 100 | 25 | 2   | 1  |
| 5. | To what extent has the ethno -religious crisis and attack occasioned your students attend school at later school age.         | 55  | 14 | 100 | 25 | 245 | 61 |
|    | <b>Total Average</b>                                                                                                          | 213 | 53 | 130 | 33 | 57  | 14 |

Source: Calculations of Data from Field Study (Questionnaire) (2021).

Based on Table 9 above, it could be interpreted that the trend in enrolment observed with the Southern Kaduna District is occasioned by ethno-religious conflicts and riots. More so, that the LGAs and towns in the Southern Kaduna District has been the most faced with the conflicts. Also, the trend in the progressive enrolment seen in the Central Kaduna District could also be interpreted to be occasioned by the migration of residents in the Southern Kaduna Districts to the Capital which is situated in the Central Kaduna District to avoid the conflicts. Ultimately, the ethno-religious conflicts have effects on the expansion of education coverage in Kaduna, with the Southern Kaduna District less education expansion. This goes to show that the Kaduna Education Plan (ESP) 2009-2020 is not achieving one of its objectives in the actualisation of expansion of education coverage. In the earlier report in the Kaduna ESP 2009-2020 report, indicated that there has been a general increase in physical access to educational provisions at Early Childhood, Care and Development (ECCD); Basic or Primary education levels, and UBE schools (primary) record high and increasing enrolments. However, this trend tends to be otherwise in this time and ethno-religious conflicts is a contributory factor to this downward trend.

### Conclusion and Recommendations

It is evident from this study that the actualisation of expansion of the education coverage in Kaduna State has not been fully met and attained. The objective of expansion of education coverage as articulated in the Kaduna ESP 2009-2020 has not been achieved for a period of four years in the five years period of this study. And this is partly because of the ethno-religious conflicts in the State, which has affected the State education index and in general the role of education in poverty alleviation and sustaining peace. As it is also known that poverty is the major factor contributing to low enrolment, and without education this



trend will continue to be a vicious cycle that will continue to affect the socio-economic development of the State.

To address this issue, the following recommendations should be taken:

1. The State government should vigorously adopt the Safe School Initiative and other approaches to increase its security presence in the Schools in the State, especially in Southern Kaduna District to give assurance to pupils and parents to attend and allow their wards to attend school.
2. The various panel's whitepaper recommendations on the various ethno-religious conflicts in the State should be implemented in full without any form of politicisation, so as to curb the incidence of recurring ethno-religious conflicts and crisis in the State.
3. The State government, educational stakeholders and Non-Governmental Organisations and Civil Society Organisations should take up campaign in the State and especially in Southern Kaduna District to encourage and sensitise parents and guardian of the possible out of school children as a result of fear of ethno-religious conflicts and other insecurity factors to allow them return to school.
4. The Kaduna Education Strategic Plan should be revised and measures and strategies to curb insecurity and make for safe school should be adopted in a bid to shore up the enrolment and equitable education coverage in the districts.

## References

- Akin A, James W., and Muhammad A. (1999). Zangon Kataf Crisis: A case Study, in Community Conflicts in Nigeria: Management, Resolution and Transformation, Onigu Otite and Isaac Olawale Albert (eds.). Ibadan: Academic Associates Peaceworks.
- Alemika, E., and Okoye F. (2002). Ethno-Religious Conflicts and Democracy in Nigeria: Challenges. Kaduna, Human Rights Monitor.
- Along, J. Y. (2011). Ethnic and Religious Conflicts in Kaduna and Plateau States: Implications for Development in Nigeria. An Unpublished Thesis Submitted to the Department of Religion and Cultural Studies, Faculty of the Social Sciences, University of Nigeria Nsukka
- Bashir, A. (2012). Ethno-Religious conflicts/Violence in Northern Nigeria. An Unpublished Master Thesis submitted to Verfasser/Angestrebter Akademischer Grad. Wien, Studienrichtung: Individuelles Masterstudium.

- Charles, A. and Osah, G. (2003). 'Economic Theory of Conflict', *International Journal of Advance Research*. 6 (10): 603-611.
- Collier, P., Elliott V. L, Hegre H., Hoeffler A., Reynal-Querol M., and Sambanis N., (2003). *Breaking the Conflict Trap: Civil War and Development Policy*. Washington, DC: World Bank and Oxford University Press.
- Costalli, S., Moretti L., and Pischedda C. (2017). 'The Economic Costs of Civil War: Synthetic Counterfactual Evidence and the Effects of Ethnic Fractionalisation', *Journal of Peace Research* 54 (1): 80-98.
- Dougherty, J. E. and R. L. Pfaltzgraff, Jr. (1981). "Contending Theories of International Relations". New York: Harper and Row.
- Dzisi, S. (2014). *Conflicts and Job Performance: Towards an Effective Diagnosis and Management strategies*, *International Journal of Economics, Commerce and Management*, United Kingdom Vol. II, Issue 6.
- Egwu S. (2011). 'Ethno-Religious Conflicts and National Security in Nigeria: Illustrations from the "Middle Belt"', in Adejumobi S. (Ed.) *State, Economy, and Society in Post-Military Nigeria*. Palgrave Macmillan, New York.
- Fearon, J. D., and Laitin, D. D. (2003). *Ethnicity, Insurgency, and Civil War*. *American Political Science Review* 97 (1): 75-90.
- Ghobarah, H. A., Huth, P., and Russett, B. (2003). *Civil Wars Kill and Maim People - Long After the Shooting Stops*. *American Political Science Review* 97 (2): 189-202.
- Hortwitz, D. L. (1985). *Ethnic Groups in Conflicts*. Berkley: University of California Press
- Ikengah-Metuh E., (1994). 'Two Decades of Religious Conflict in Nigeria, a Recipe for Peace', *Bulletin of Ecumenical Theology*, Vol. 6, No. 1.
- International Monetary Fund (IMF) (2019). "Online Annex - The Economic Consequences of Conflicts " Background Paper : <https://www.imf.org/~media/Files/Publications/REO/AFR/2019/April/English/backgroundpapers.ashx?la=en>.
- Justino, P. (2016). 'Supply and Demand Restrictions to Education in Conflict-Affected Countries: New Research and Future Agendas', *International Journal of Educational Development*, 47 (1): 76-85
- Kaduna State (2008). *Kaduna Education Strategic Plan (ESP) 2009-2020 (Draft Outline for a Consolidated Kaduna State Education Plan)*.
- Kaduna State Ministry of Education (2020). *Kaduna State School Census Report 2018/2019*. Kaduna State Ministry of Education.
- Kaduna State Ministry of Education, Science and Technology (2015-2018). *Kaduna State School Census Report 2014/2015*. Kaduna State Ministry of Education, Science and

Technology.

- Kalyvas, S. N. (2005). *Ethnic Defection in Civil War: Prepared for the Presentation at the Conference on Alien Rule and its Discontents*. University of Washington, June 3-4.
- Kaufmann, C. (1996). 'Possible and Impossible Solutions to Ethnic Conflict', *International Security*, 20 (4): 136-175
- Kibris, A. (2015). *The Conflict Trap Revisited Civil Conflict and Educational Achievement*. *Journal of Conflict Resolution* 59 (4): 645-70.
- Krejci, O. (2017). *International Politics*. Prague: EKOPRESS
- Kusa, D. (2005). *Conflict Resolution*. Bratislava: Mirius, RRD publisher
- Lai, B., and Thyne, C., (2007). 'The Effect of Civil War on Education, 1980 – 1997', *Journal of Peace Research*, 44 (3): 277-92.
- Lamorde Z. A. (2018). 'Managing Ethno-Religious Identity Conflicts in Kaduna State, Nigeria', *IOSR Journal of Humanities and Social Science*. Vol. 23, No. 09: 51-57.
- Luisa, C., and Antonio, F. (2016). 'Impact of Armed Conflicts on Education and Educational Agents: A Multivocal Review', *Educare Electronic Journal*, Vol. 20 (3): 1-24.
- Macleans, M. (2012). 'Does Zambia Conform to the Economic Theory of Conflict and other Theories Explaining the Causes of Civil Wars?', *International Journal of Management Sciences and Business Research*, Vol., 1, No. 5.
- Mankoe, J. O. (2017), *Educational Administration and Management in Ghana*, Kumasi, Progressive Stars Printing Press.
- Mendenhal, M. A. (2014). 'Education Sustainability in the Relief-Development Transition: Challenges for International Organizations Working in Countries Affected by Conflict', *International Journal of Educational Development*, 35: 67–77.
- Ngwata, W. (2002). *Education in Emergencies. Why Priorities Education during Emergencies*. Livingstone, Zambia: SADC Education Forum.
- Nnoli, O. (2003). "Communal Conflict and Population Displacement: An Introduction," in O. Nnoli (Ed.), *Communal Conflict and Population Displacement in Nigeria*. PACREP Book Series, No. 1.
- Onwumah, A. (2014). *Communal and Ethno-Religious Crises and their Implications for National Development in Nigeria*. *Developing Country Studies*, Vol.4, No. 5: 321–330.
- Østby, G, and Urdal, H. (2014). *Conflict and Educational Inequality: Evidence from 30 Countries in SubSaharan Africa*. Washington, DC: United States Agency for International Development.
- Poirier, T. (2012). 'The Effects of Armed Conflict on Schooling in Sub-Saharan Africa',

- International Journal of Educational Development, 32: 341-351
- Roger, W. T. (2011) "The Relationship between School and Society: Part II - Conflict Theory," *Colleagues*: Vol. 6: Issue. 1, Article 7.
- Salawu, B. (2010). "Ethno-Religious Conflicts in Nigeria: Causal Analysis and Proposals for New Management Strategies", *European Journal of Social Sciences*, Vol. 13 (3): 345- 353.
- Shemyakina, O. (2011). The Effect of Armed Conflict on Accumulation of Schooling: Results from Tajikistan. *Journal of Development Economics*, 95 (2): 186-200.
- Shields, R, and Paulson, J. (2015). 'Development in Reverse'? A Longitudinal Analysis of Armed Conflict, Fragility and School Enrolment. *Comparative Education* 51 (2): 212-30.
- Tang, S. (2009). The Security Dilemma: A Conceptual Analysis. *Journal of Security Studies*. Vol. 18 (3): 587-623.
- Thomas, F., Andres, B. T. Giovanna, R. Acka, A. C., Savigny, D. Girardin, O. N'Goran, E. and Utzinger. (2010). "Effect of an armed conflict on relative socioeconomic position of rural households: case study from western Côte d'Ivoire", *Emerging Themes in Epidemiology*, Vol. 7 (6): 1-17.
- Umar, M. M. (2015). "Effect of Ethno-Religious Conflict on the Development of Local Governments in Kaduna State (A Study of Zangon Kataf Local Government Area of Kaduna State). An Unpublished Thesis Submitted to the School of Post Graduate Studies, Ahmadu Bello University, Zaria
- UNESCO. (2011). *The Hidden Crisis: Armed Conflict and Education*. Paris: UNESCO.
- Uroko, F. C. (2018). "Readdressing the Ethno-Religious Conflicts in Southern Kaduna, Nigeria in the Light of Abraham-Lot Narrative (Genesis 13:1-18)", *UJAH*, Vol. 19; No. 2: 25-43
- Ursing, T. (2013). *The Coward's Guide to Conflict: Empowering Solutions for Those Who Would Rather Run than Fight*. USA: Sourcebooks, Inc.
- Ushe, M. U. (2015). "Religious Conflicts and Education in Nigeria: Implications for National Security", *Journal of Education and Practice*, Vol. 6; No. 2: 117-129.
- Valente, C. (2011). "What did the Maoists Ever do for Us? Education and Marriage of Women Exposed to Civil Conflict in Nepal", *World Bank Policy Research Working Paper Series*.

For further enquiries, please contact:

**The Editor-in-Chief**

**International Journal of Office Administration and Information Management  
(IJOAIM)**

**An official publication of the National Institute of Office Administrators and  
Information Managers (NIOAIM)**

**NIOAM Secretariat, Department of Information Management,  
Lead City University, Ibadan, Nigeria**

E-mail: [ijoaimpapers@gmail.com](mailto:ijoaimpapers@gmail.com), [nioaiminfo@gmail.com](mailto:nioaiminfo@gmail.com), [info@nioaim.org](mailto:info@nioaim.org),

Website: <https://nioaim.org/>

+234-803-060-8685; +234-909-339-2575

**ISSN: 2955-1269 (Print) and ISSN: 2955-1277 (Online)**