



## Enhancing Academic Staff Service Delivery through the Workplace-Context Related Variables in Southwest Nigerian Universities

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**Abstract:** The study investigated the relationship between work-place context related variables and academic staff service delivery in Southwestern Nigerian Universities. The study adopted the descriptive survey research design. The population consisted of eighteen (18) Universities while the sample which was selected by simple random sampling technique consisted of 820 academic staff. Two set of instruments tagged “Workplace-Context Variables Questionnaire” (WCRVQ) and “Academic Staff Service Delivery Questionnaire” (ASSDQ) were used for the study. The two instruments were validated by experts in Department of Educational Management. Test-retest method of reliability was used and yielded reliability coefficients of 0.81 and 0.83 for WCRVQ and ASSDQ respectively. The data collected were analyzed using descriptive and inferential statistics. The study revealed that the level of academic staff service delivery in the University system was moderate. The extent of workplace context related variables was moderate. The study also showed significant relationship between workplace-context related variables (physical facilities, interpersonal relationship, and nature of the job) and academic staff service delivery. Based on the findings, it was recommended that Government should increase school funding in order to meet adequate provision and maintenance of physical facilities.

**Keywords:** Interpersonal relationship, nature of the job, physical facilities, service delivery.

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## I. INTRODUCTION

Education is very vital to the pace of social, political, cultural, technological and economic development of a nation. Balogun (2010) stated that education is the light, without which the world would be in darkness. This could be the reason why most nations of the world allocate a reasonable proportion of their Gross National Income (GNI) to the development of the education sector.

Universities have important role to play in implementing the knowledge and it is a place of enlightenment. Academic Staff in Nigerian Universities are referred to as staff employed for

teaching, research work and community services. They are to cross-examine prevailing knowledge with a view to launch details and certainties through acute consideration and impartial philosophy and also develop the value of life through community services.

It has been observed that many universities in Nigeria are facing challenges to realize the aims of the university system. The quality of university education in any society rest on the academic staff as revealed in the bestowal of their responsibilities. Academic staff has been known to have a significant influence on attainment of university goals and also

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play an important role in achieving the educational goals. If they are ineffective, then students will not attain any educational advancement.

Academic staff service delivery is the process through which lecturers accomplish their duties of education. Observation shows that academic staffs are not driving in their paramount interest towards the delivery of their general roles. Ogonu (2020) observed that most institutions and organizations strive to improve the quality of service and performance of their products and service could be to ensure a firm and stable work environment. The researcher observed that some lecturers seem not to be making efforts to provide adequate input in terms of teaching, research and community services. Some are fond of engaging themselves in other services that are likely to give them personal gain, when they are actually supposed to pay adequate attention to students.

It appears some lecturers delay in attending their lectures promptly. Some seems not to be stable in school during official periods which could have negative effects on learners. An effective academic staff helps learner to learn, inquire and solve problems. No university seems to be higher in quality than the level of workplace related variables with the system. Considering the importance of workplace related variables and its implications for academic staff service delivery in universities, this study thus aims to examine particularly chosen variables of workplace context variables such as physical facilities, interpersonal relationship and nature of the job. These workplace factors may affect the behavior of workers by defining the stimulus they are exposed to and how they respond to such stimulus. In the context of the universities, the workplace variables may affect the academic staff effectiveness, their career growth and job satisfaction, student performance and achievement of school goals and objectives. Alfagira, Zumrah, Mond-Noor, & Ab.Rahman (2017) noted that impressive working conditions and outstanding employee motivation have benefited the university in the form of high academic staff performance and productivity.

The physical setting of a university which includes the physical infrastructure and other tangible factors essential for teaching and learning, is an important workplace context variable which might affect the academic staff effectiveness and the attainment of the vision of the university. The presence of essential physical facilities serves as motivation which greatly influences staff commitment to duties. Nwaogu (2015) asserted that no matter the strength of manpower resources in the system, educational processes must require

conducive physical facilities. When the physical facilities are lacking, it can affect negatively the productivity of the academic staff. Learning takes place better and faster in a school environment with high level of buildings, accommodations, furniture and equipment than in an environment where all these items are lacking (Sam-Kalagbor, 2021).

The nature of the job within the organization may be a determinant of the effectiveness of the staff and by extension, the success of the organization. The nature of the job includes workloads, working condition, complexities of task, welfare schemes, policies and processes. It has been observed that these factors might have implication on the academic staff service delivery. It is of no doubt that when work conditions, social support and welfare schemes are excellent, the attitude to work become positive, the academic staff productivity is enhanced and the job becomes easier. Academic staff seems not to receive adequate support from the institution on basic welfare scheme such as leave allowance, regular payment of salaries, salary increment, intentionally delay of promotion. All these could make the staff to be deviant and not keying into the vision and goals of the organization.

Staff welfare is a corporate attitude or commitment reflected in the expressed care for employees at all levels concerning their work and the environment in which it is performed. It is becoming more challenging and controversial these days that the issues surrounding welfare and essential quality of life for workers who are used in productive activities are denied basic social economic incentives to improve their quality of life.

Academic staff who enjoy regular payment of salaries and other socio economic support schemes are more likely to cooperate with their university authorities than those without these benefits. Dewhurst (2010) stated that when employees feel that organizational rewards and incentives are for their development and care, they are found more satisfied and committed to their jobs.

It has been observed that interpersonal relation has a direct influence on the organizational culture and invariably has influence on the academic staff service delivery and overall attainment of organizational goals. Interpersonal relationship is defined as a strong association among workers in the same organization. Koula (2015) stated that interpersonal relations developed in the school unit creates a friendly school climate, contribute to teacher effectiveness in providing learning and character for the study and affect positively the

achievement of the students and the disposition towards the educational process. Academic staff appears not to get along with fellow lecturers and other staff to complete assigned tasks within the stipulated time. In a similar vein, Jones (2013) opined that interpersonal discrimination correlates with increased incidents of physical health issues, which results in less engagement with the job by the employees. Good service delivery provides clients with an increase in value (Ogonu, 2020). The observed ineffectiveness of academic staff service delivery may not be unconnected with the poor workplace context variables. However, it is observed that when the workplace variables are favourable there will be improved academic staff service delivery and when the workplace variables are not favourable, the academic staff service delivery will be low.

## II. STATEMENT OF THE PROBLEM

Workplace context variable is an important factor in all human organization most especially the school organization. In most cases, workplace context variables go a long way to determine whether an organization is going to progress or otherwise. From personal observation, some academic staff seems to no longer attend classes regularly while some delay their lectures to few weeks to the examination period. The researcher observed that some academic staff hardly uses relevant materials for teaching. Some academic staff observed not to be covering the course contents. As a result of student's overpopulation in the classroom, some academic staff has poor quality of classroom management.

Some academic staff seems not to be interested in carrying out research thereby not publishing research finding to improve their professional development. Despite the importance of school/community relations, some academic staff seems not to be interested in the school community relation. Whereas, all these may have a negative effect on their service delivery. The perceived poor academic staff service delivery has interested the researcher in finding out if workplace context variables such as physical facilities, nature of the job and interpersonal relationship relates with academic staff service delivery.

## III. PURPOSE OF THE STUDY

The purpose of the study is to examine the workplace context variables and academic staff service delivery in Southwest Nigerian Universities.

The study ascertained whether there is any relationship between the school workplace variables (such as physical facilities, interpersonal relationship and nature of the job) and academic staff service delivery. The study also determined the level of academic staff service delivery and how favourable are workplace context variables.

### A. Research Questions

The following research questions were raised to guide the study:

1. What is the level of academic staff service delivery in Southwestern Nigerian Universities?
2. What is the extent of favourable of workplace-context related variables in Southwestern Nigerian Universities?

### B. Research Hypotheses

The following research hypotheses were formulated for the study:

1. There is no significant relationship between workplace-context variables and academic staff service delivery in Southwestern Nigerian universities.
2. There is no significant relationship between workplace physical facilities and academic staff service delivery
3. There is no significant relationship between nature of the job and academic staff service delivery.
4. There is no significant relationship between workplace staff interpersonal relationship and academic staff service delivery.

## IV. METHODOLOGY

The descriptive survey research was used to carry out the study. The study population consisted of all academic staff in eighteen public universities in Southwest Nigeria. Simple random, and proportionate sampling techniques were used to select 820 academic staff from six universities. Two self-designed research instruments titled "Workplace Context Variables Questionnaire (WPCVQ)" and Academic Staff Service Delivery Questionnaire (ASSDQ)" were used to collect data for the study. Face and content validity of the study was ensured. Reliability of the study was done through test re-test method. A reliability co-efficient of 0.78 was obtained for the WPCVQ and 0.81 was obtained for ASSDQ. The descriptive statistics was used to answer the research questions while inferential statistics was used to test the hypotheses at 0.05 level of significance.

## V. RESULTS

### A. Research Question 1

What is the level of academic staff service delivery in Southwestern Nigerian Universities?

**Table 1: Level of Academic Staff Service Delivery in Southwestern Nigerian Universities**

Levels of Academic Staff Service delivery	No of Respondents	Percentage
Low (25.00 – 74.72)	92	11.25
Moderate (74.73 – 83.67)	465	56.85
High (83.68 – 100.00)	261	31.90
<b>Total</b>	<b>818</b>	<b>100.00</b>

Table 1 showed the level of academic staff service delivery in Southwestern Nigerian Universities. The result showed that 92 representing 11.25% had low level of service delivery. The number of academic staff whose service delivery was at moderate level were 465 representing 56.85% while 261 academic staff representing 31.90% had high level of service delivery. This

showed that the level of service delivery in Southwestern Nigerian Universities was moderate.

### B. Research Question 2:

What is the extent of favourable of workplace-context related variables in Southwestern Nigerian Universities?

**Table 2: Extent of Workplace-Context Variables Favourability in Southwestern Nigerian Universities**

Workplace variables favourability	No of Respondents	Percentage
Low (36.00 – 73.32)	118	14.43
Moderate (77.34 – 89.37)	562	68.70
High (89.38 – 144.00)	138	16.87
<b>Total</b>	<b>818</b>	<b>100</b>

Table 2 revealed the extent of favourability of workplace context related variables in Southwestern Nigerian Universities. The result showed that 118 respondents representing 14.43% rated the extent of workplace context related variable favourability as low, 562 representing 68.70% rated extent of workplace favourability as moderate while 138 respondents representing 16.87% rated extent of workplace variables favourability as high. This indicates that the extent of workplace variables favourability in Southwestern Nigerian Universities was moderate.

## VI. TESTING OF HYPOTHESES

### A. Hypothesis 1:

There is no significant relationship between workplace-context related variables and academic staff service delivery in Southwestern Nigerian Universities.

In order to test this hypothesis, scores on workplace-context related variables and academic staff service delivery were obtained. The scores were subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in table 3.

**Table 3: Relationship between Workplace-Context Related Variables and Academic Staff Service Delivery**

Variables	N	Mean	Stand. Dev.	r-cal	p-value
Workplace factors	818	81.35	8.03	0.591*	0.000
Service delivery	818	78.20	4.38		

\*P<0.05

Table 3 showed that r-cal value of 0.591\* is significant at 0.05 level of significance because the p-value (0.000) < 0.05. The null hypothesis was rejected. This implies that there was a significant relationship between workplace-context variables and academic staff service delivery in Southwestern Nigerian Universities.

### B. Hypothesis 2:

There is no significant relationship between workplace physical facilities and academic staff service delivery.

In order to test this hypothesis, scores on physical facilities and academic staff service delivery were obtained. The scores were subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in table 4.

**Table 4: Relationship between Physical Facilities and Academic Staff Service Delivery**

Variables	N	Mean	Stand. Dev.	r-cal	p-value
Physical facilities	818	9.42	2.69	0.981*	0.008
Service delivery	818	79.21	4.38		

\*P<0.05

Table 4 revealed that r-cal value 0.981\* is significant at 0.05 level of significance because p-value (0.008) < 0.05. The null hypothesis was rejected. This implies that there was significant relationship between physical facilities and academic staff service delivery.

**C. Hypothesis 3:**

There is no significant relationship between nature of the job and academic staff service delivery.

In order to test the hypothesis, data on the nature of the job and academic staff service delivery were computed and subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in table 5.

**Table 5: Relationship between Nature of the Job and Academic Staff Service Delivery**

Variables	N	Mean	Stand. Dev.	r-cal	p-value
Nature of the Job	818	13.91	1.73	0.338*	0.000
Service delivery	818	77.20	4.46		

\*P<0.05

Table 5 revealed that the r-cal value of (0.338) was significant at 0.05 level off significance because the P-value (0.000) < 0.05. The null hypothesis was rejected. This implies that there was significant relationship between nature of the job and academic staff service delivery.

**D. Hypothesis 4:**

There is no significant relationship between workplace staff interpersonal relationship and academic staff service delivery.

In order to test the hypothesis, scores relating to staff interpersonal relationship and academic staff service delivery were computed and subsequently subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in table 6.

**Table 6: Relationship between Interpersonal Relationship and Service Delivery**

Variables	N	Mean	r-cal	p-value
Interpersonal Relationship	818	14.89	0.481*	0.000
Service delivery	818	78.21		

\*P<0.05

Table 6 showed that the r-cal value of 0.481\* was significant at 0.05 level of significance because the P-value (0.000) < 0.05. The null hypothesis was rejected. This implies that there was significant relationship between interpersonal relationship and academic staff service delivery.

**VII. DISCUSSION**

The study revealed that the level of academic staff service delivery in Southwest, Nigerian Universities was moderate during the period under investigation. The implication of this finding is that the objectives of the university will likely be achieved with moderate level of service delivery of academic staff. The probable reason could be as a result of the moderate level of

workplace context variables in Southwest, Nigerian Universities. The moderate level of academic staff service delivery in this study might be due to the commitment and dedication of the school administrators, lecturers and other staff that impacted positively and significantly on the non-physical components of the workplace factors in school environment as government at all levels of education have not paid the desired attention to education in the country. The finding agreed with Adelabu (2005) who found out that in Nigeria, academic staff members are dissatisfied with their working conditions and academic growth. The study showed that there was a significant relationship between workplace factors and academic staff service delivery. The finding was corroborated with Kasule (2015) that the problem of insufficient

working environment factors is coupled with the low performance of academic staff in the high education sector in low and middle income country like Uganda.

The study also showed a significant relationship between interpersonal relationship and academic staff service delivery. The finding was corroborated with the finding of Koula (2015) that the relationship between manager and colleague commitment play a significant role on their own in realizing that the main focus is on managing people. The significant positive influence of interpersonal relations on academic staff was also substantiated by Cecune (2004) who opined that the tendency of employees to be more productive at work will be based on good interpersonal relationship. Kickul (2013) also supported in response to interpersonal discrimination, employees may decrease their engagement and increase deviant workplace behaviours. The study showed a significant relationship between nature of the job and academic staff service delivery. This means that favourable nature of job, nature of task, task complexities or instructional workloads enhances academic staff delivery. This finding corroborates that of Akpan (2013) who noted that policies, procedures, and practices reflect a genuine interest in employee gratification and thereby encouraging organizational commitment.

## VIII. CONCLUSION

Based on the findings of this study, it was concluded that level of academic staff service delivery in Southwestern, Nigerian Universities was moderate. Academic staff was moderately effective in terms of their service delivery. Workplace-context variables such as physical facilities, nature of the job and interpersonal relationship largely determine effectiveness of academic staff service delivery in Southwestern, Nigerian Universities.

## IX. RECOMMENDATIONS

Based on the findings, the following recommendations were made:

1. The university managers, policy makers, government and other stakeholders in education should create more favourable schools environment and take into cognizance all decisions on workplace-context variables as it affects academic staff service delivery.
2. Government should increase school funding in order to meet adequate provision and maintenance of physical facilities.
3. Efforts should be given to improve on the nature of the job through motivation strategies in order to enhance the academic staff service delivery.

4. School management should maintain good interpersonal relationship and understand that every member University community is important and they should display respect for cultural values, diversity, freedom, democracy and social justice.

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