

**INCENTIVES, RESOURCE AVAILABILITY AND ACADEMIC STAFF
SERVICE DELIVERY IN PRIVATE UNIVERSITIES
IN SOUTH-SOUTH NIGERIA**

BY

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AUGUST, 2021.

DECLARATION

I **Adi, Victor Nkom** a doctoral student of the Graduate School of University of Calabar, Calabar, with Registration Number **EDM/Ph.D./18/017**, declare that this research work on **Incentives, Resource Availability and Academic Staff Service Delivery in Private Universities in South-South Nigeria**” is an original study. I hereby also declare that the work is an original work of the researcher and has not been duplicated in parts or in full for any other Diploma or Degree programme. The researcher also declares that where external materials, other than those of the researcher, were used, due credit to the originators/authors/copyright holders of such materials have been provided in the form of citation and referencing.

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CERTIFICATION

We certify that this dissertation titled: Incentive Resource Availability and Academic Staff Service Delivery in Private Universities in South South , Nigeria by Adi, Victor Nkom, Reg. No.: EDM/Ph.D/18/017 is original work carried out under our supervision and has been found to have met the regulation of the University of Calabar. We therefore certify the work for award of the degree of Doctor of Philosophy (Ph.D) in Educational Management (Educational Administration and Planning).

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ABSTRACT

This study assessed the relative and composite contributions of incentives and resource availability to academic staff service delivery in private universities. Nine research questions as well as nine null hypotheses were formulated to guide the study. The cross-sectional survey research design was adopted for the study. A total of 1,648 academic staff was enumerated from nine randomly selected private universities out of a population of 2,484 academic staff in 15 private universities in South-South, Nigeria. "Incentives and Resource Availability Questionnaire (IRAQ)", "Staff Research Productivity and Community Service Questionnaire (SRPCSQ)" and "Staff Instructional Delivery Questionnaire (SIDQ)", with Cronbach alpha reliability coefficients ranging from .83 to .95, were the instruments used for data collection. Data were collected through the administered copies of the questionnaires. Simple and multiple linear regression analyses, as well as structural equation modelling (SEM) were the statistical methods used for data analysis. The null hypotheses were tested at the .05 level of significance with the aid of relevant statistical packages such as SPSS, JASP and AMOS Graphics. Findings revealed that career advancement opportunities have a significant contribution to academic staff service delivery generally and in terms of research productivity, instructional delivery and community service. There is no significant contribution of job security to academic staff service delivery generally and in terms of community service and instructional delivery; but a significant contribution of job security exists to staff research productivity. Empowerment has a significant contribution to academic staff service delivery generally and in terms of research productivity; but not in the dimension of academic staff community service and instructional delivery. The availability of ICT and instructional resources, respectively, predict significantly, academic staff service delivery generally and specifically in terms of research productivity, teaching and community service. The availability of recreational resources does not contribute significantly to academic staff service delivery generally and in the dimensions of research productivity and instructional delivery; but contributes significantly to the dimension of community service. Incentive variables have a significant joint contribution to academic staff service delivery in terms of research productivity, instructional delivery and community service. Resource availability variables made a significant joint contribution to academic staff service delivery generally and in terms of research productivity, community service, and instructional delivery. The joint contribution of incentives and resource availability variables to academic staff service delivery generally and in terms of research productivity, community service and instructional delivery is statistically significant in private universities in South-South Nigeria. It was recommended, amongst other things, that the management of private universities should ensure that opportunities are provided for academic staff to advance their careers for optimal service delivery. This can be achieved through regular promotion, the provisions of educational development programmes, sponsoring/supporting staff external conference attendance, subscribing to open educational resources and paywalled electronic journals, offering in-service retraining opportunities, organizing annual or periodic conferences for staff, providing small research grants to staff to carry out empirical studies and so on.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The history of private university education in Nigeria dates to 1999 when President Olusegun Obasanjo granted permission for willing and capable individuals or organisations to apply for the establishment of private universities. The National University Commission (NUC) was saddled with the responsibility for overseeing and treating the applications received, with recommendations made to the Federal Government. Till today, the NUC still performs this role and the number of private universities in Nigeria has grown beyond the three that were first approved on the 10th of May, 1999 and granted the licence to operate. However, establishing a university is one thing, but ensuring its seamless operation through the quality of service provided by personnel is another. To achieve stated aims and objectives, it has been documented that human and material resources are required (Nwabuko, Igwe, Okengwu, Nwabuko & Ekere, 2020). Human resources refer to all the people within an organisation that render or receive services offered in the institution; while material resources are all other inanimate objects that serve practical purposes to human resource (Owan, 2018; Sukawati, Gunawan, Ubaidillah, Maulina & Santoso, 2020). It is a glaring fact that private universities require personnel motivation through incentives, as well as, the availability of material resources for effective service delivery

In private universities, just like in every other university, two categories of staff are usually expected to be employed – the non-teaching and the academic staff. According to Owan, Bassey, Mbon, Okon, Egbula, Ekaette, Ojong and Ekpe (2020), non-teaching personnel provide support in areas such as record-keeping, protection, environmental maintenance; which includes the administrators, students' welfare

officers, assistants, caretakers and cleaners who do not have an academic job role. The academic staff, on the other hand, are saddled with three core statutory mandates of teaching, research and community service (Ikoni & Ogundele, 2020; Victor-Ishikaku & Oporu, 2020; Evuti, Baba & Adeyemi, 2020). This implies that academic staff are expected to engage in active research practices, teach learners and perform other duties as may be assigned. Under an ideal situation, it is fundamental that each member of the academic staff, regardless of rank, is made accountable at all times for professional and successful fulfilment of his/her duties/workload standards and fosters collaborative relationships with subordinates, colleagues, students, and the university community (Odigwe & Owan, 2020).

It is not only stakeholders that have high expectations for academic staff at private institutions; the level of service they provide also raises questions for researchers. In a visit to some nearby private universities in South-South Nigeria, complaints were made from some academic staff about the number of courses assigned to them to teach each semester, which hinder them from adequately preparing for instructional delivery. Consequently, many of the staff were observed teaching with materials that may be considered by any expert at face value as being poorly prepared, shallow, and unsuitable for students in higher institutions. Furthermore, it seems to the researcher, based on observation, that some lectures were hurriedly completed with little or no room for formative and summative assessment. This view tends to support the evidence of data from the research of Fapohunda (2012), which disclosed that excessive workload and poor job security are accountable reasons for lecturers' poor service delivery in private universities in Nigeria. Available evidence suggests that most staff in private universities are dissatisfied with the payment situation, lack of freedom and harsh supervisory measures adopted by overseers of these institutions (Fapohunda, 2012). The

dissatisfaction with the incentive packages, if not timely addressed, may lead to 'moonlighting activities' (through farming, part-time teaching, petty trading and so on) which could, in turn, lead to poor service delivery.

Other scholars have also indicated that the students' discipline (which is a very crucial aspect of teaching that is necessary for the modification of the affective attributes of learners) is often overlooked by academic staff in private universities (Obayan, 2006; Oladimeji & Said, 2012). This is owing to the notion that in private universities, most students are from rich and influential homes (Suleiman, Hanafi & Taslikhan, 2017). This suggests that an attempt to correct students' disruptive behaviours may attract some sanctions from parents. Extensive findings in the research of Suleiman et al. (2017) found that while private universities excelled in areas like increasing the number of female students, maintaining a regular academic schedule, creating jobs, and promoting the advancement of higher education in Nigeria, they also faced challenges like a lack of adequate physical facilities, inadequate academic staff, and exorbitant tuition costs. So, teaching quality at private institutions in South-South Nigeria is not perfect; since it is widely believed that the quantity and quality of infrastructure and personnel aid effective teaching and learning.

In terms of research, many academics in private institutions tend to struggle in conducting empirical investigations and publishing same in top-ranking journals. There seems to be a difference in academic research production at Nigerian private institutions. The researcher's observations tend to give the impression that academic staff in public universities are more active in researching and publishing outputs in highly rated journals than those in private universities. In terms of the supervision of research projects, the researcher has also discovered some level of neglect among private university lecturers in attending to the timely supervision of undergraduate and postgraduate students. This

deliberate act among some scholars in private universities appear to have hindered the progress of students, in terms of their completion rate and timeliness. This perceived ineffectiveness levelled against lecturers in private universities is unacceptable and does not seem to contribute positively to their national or global ranking. Not performing research engagements expectedly, could further affect the chances of private institutions attracting domestic and foreign grants for research purposes. This is because the quality of research(ers) proposed by academics in universities will usually determine the success rate.

As part of their community services, academic staff are expected to play key roles such as students' counselling, chaperone, mentorship, involvement in the activities of various departmental and faculty committees, continuous curriculum development through evaluation, developing academic programmes, providing services for student enrolments, as well as other academic support initiatives. The extent to which these community services are being performed is widely established for scholars in public universities. The performance of these extra services to the university community specifically, as well as other voluntary services to the larger community, are intended to assist the personal growth of students and the development of communities. However, the performance of these duties is likely to be affected by the willingness of academic staff to assume such roles. Considering the inadequate incentives offered to academic staff in private universities as revealed by Yusuf, Muhammad and Yahaya (2020), moonlighting activities may increase among academic staff in private universities. Consequently, some may decide to engage themselves in other extra income fetching activities that may compete with the time required to teaching. A high rate of extraneous venture activities by academic staff has been revealed to affect their service discharge in

public (Walbe & Gyang, 2020), but incentives and resource availability were not linked to academic staff service delivery in private universities.

Incentives are stimulating forces utilised to mobilize academic personnel at private institutions to elicit a favourable attitude in response to given responsibilities. Incentives may also be seen as motivational variables that spur the internal (intrinsic) and external (extrinsic) drives of staff towards discharging assigned duties, following the prescribed guidelines. In higher institutions generally, and in private universities particularly, these variables include the consistent provision of career advancement opportunities, job security and staff empowerment.

Career advancement opportunities are measures that can be adopted by private universities to enhance the skills, knowledge, and capacities of academic staff to enable them to adjust their practices to fit the ever-changing society. These opportunities are also provided to update the competencies of academic staff with new information in anticipation that such exposure will enable them to remain current and relevant. Such provisions, if appropriately provided to deserving academics, should make them adjust, function and boost the quality of their service delivery across the three areas of expectations. Job security is the internal feeling of comfort and confidence that academic staff in private universities have about their jobs not being at stake. Where there is a positive perception of job security, the chances of work excitement, motivation and job satisfaction tend to increase, which can promote positive attitudes to work. Staff empowerment is the opportunity given to academic staff to grant them more autonomy and freedom to contribute ideas, initiatives and experiences to move private universities forward. Employees that are empowered could go the extra mile to doing things beyond the scope of their job description and specification for the good of the organization.

Resource availability refers to the extent to which material resources are available, functional and adequate for staff and students' utilization. It can be said that for effective utilization of material resources, such materials, in the first place, have to be available, in a functional state and adequate for those requiring them. Material resources that need to be available in private universities in South-South Nigeria include ICT, financial, instructional and recreational resources, amongst others. In this study, materials that are available but not functional are considered as not being available, since non-functional equipment cannot serve any useful purpose in their dysfunctional state. The availability of these resources may enable academic staff to conduct researches, facilitate teaching, and carry out other non-statutory duties that may be assigned from time to time. In light of this, this study was conceived to investigate the linkages between incentives, resource availability and academic staff service delivery in South-South Nigeria.

1.2 Theoretical framework

The investigation was anchored on the following theories:

- 1.2.1. Scientific management theory (Taylor, 1911)
- 1.2.2. Hierarchy of Needs Theory (Maslow, 1943)
- 1.2.3. Two-factor theory (Herzberg, 1966)

1.2.1. Frederick Taylor's Scientific management theory (1911)

Frederick Taylor proposed scientific management theory in 1911. Taylor has been dubbed the "Father of Scientific Management" by many. He aimed at introducing a radically new way of thinking about problem-solving in organizations to maximize employee morale, management effectiveness and productivity, working equipment

(physical facilities), by educating workers (staff development) on how to use the tools to provide the service they were hired to provide. To direct management processes in an organisation, Taylor established four main fundamental management principles. These are:

1. Rule-of-thumb norms should be replaced with scientific methods for every area of an individual's job.
2. Each person should be selected, prepared, educated, and nurtured in a scientific manner to ensure that they are placed in the appropriate position.
3. Working together with workers to ensure that tasks are completed on time and in accordance with established standards and guidelines;
4. Staff and supervisors are held to the same standards in terms of responsibilities and expectations.

The theory emphasizes the avoidance of inefficiency and waste, as well as how to maximize employee morale and efficiency through an organization's systematic process and the provision of financial incentives as a motivator for top-level results. The theorist needed to know why employees became dissatisfied with management and efficiency. Workers, he believed, were logical, intellectual, and real-world economic beings that could be programmed like machines. What was needed was the development of a single best method for performing organizational tasks. Attractive incentives for those who perform following the organization's rules were also emphasized. The theory also emphasizes efficiency and the need for wages to be proportional to the amount of work completed, since economic circumstances are one of the factors that motivate an individual worker to complete his or her assigned task. The basic assumptions of this theory include the following principles:

1. Both the manager and the employee can think rationally and consciously control the outcome of actions;
2. There is an alignment between employees' and managers' priorities within an organization for increased productivity;
3. Workers' and managers' priorities are essentially the same, and all require productivity changes to better represent their interests;
4. There is a 'one-best-way' strategy of obtaining an optimum outcome in terms of efficiency and, as a result, the general success of the factory and community.
5. A worker in a business needs to earn the highest possible salary but still having a certain level of workplace safety.

The relevance of this theory to this research is that it lays the groundwork for educational institutions' management to improve employee service delivery. The part of the philosophy that emphasizes the preparation and development of employees such that the right individual has the right job is an indicator that duty can be delegated to individuals who are mentally, technically, and functionally qualified. Again, supplying workers with useful materials is critical to the private university system. To improve their delivery and meet instructional goals, private universities' academic workforce needs new technologies, services, and resources. Wasteful behaviour is minimized because of this, as what supervisors and employees do is well established in the organization's best interests. Institutional administrators who care about university personnel service delivery are more likely to ensure that appropriate staff incentives and resources are available.

1.2.2. Abraham Maslow's Hierarchy of Needs Theory (1954)

Abraham Maslow, a humanistic psychologist, proposed the hierarchy of needs theory. Maslow's defined needs build stresses that affect people's perceptions and behaviours at work. The principle is based on the idea that humans are inspired by a variety of desires, which are arranged in a hierarchical order. Maslow stated that only unmet needs can motivate behaviour, and that fulfilled needs are not motivators. The theory further emphasizes that individual needs vary genetically, starting with biological/physiological needs at the lowest level and progressing to the next level (safety needs). Maslow made it clear that such needs must be met before the next higher levels in the hierarchical chain can be addressed. Maslow proposed five categories of needs that people perceive to be important including:

1. *Physiological Needs*: These are important survival needs. They include food, clothes, shelter, and sex
2. *Safety Needs*: Safety needs are needs for security, stable environment protection from harm and threat
3. *Love/Social Needs*: These are needs for acceptance, belongingness, friendship. Affectionate relationship and interaction with others within a group
4. *Esteem Needs*: These are needs for attention, recognition, self-respect, status and self-esteem
5. *Self-Actualization Needs*: Self-actualization needs are needs for a person's self-fulfilment.

Assumptions that underlie the Maslow hierarchical needs theory include the following:

1. Desires influence people's behaviour.
2. People's needs are organized hierarchically, from basic to higher-level needs.

3. It is only when a lower-level need is addressed that an individual rises to the next higher level in the hierarchy of needs.
4. Only once a lower-level requirement is fulfilled does a person move up the hierarchy to the next level.

The Maslow's hierarchy of needs theory has several implications to the current research. Educational managers consider Maslow's needs philosophy as a basis for making motivational decisions. According to the theory, school administrators, are responsible for maintaining an atmosphere that meets the needs of workers. Administrators are to concentrate on the following needs after determining that the employees' previous requirements (physiological needs) have been met. As members of the university system, academic personnel hopes that their interests will be addressed whenever they work. Academic staff can provide successful services if these demands are met adequately.

Furthermore, appropriate provision to meet the needs of instructional personnel (regular payment of salary, leave bonuses, prompt payment of advancement zones, provision of resources) motivates them to approach their assigned duties in the school with a constructive mindset. The principle is often considered important because it makes educational partners mindful of the various demands of their employees, as well as the fact that if their incentives and services are rendered efficiently and consistently, they would be motivated to provide excellent service that can elevate universities in South-South Nigeria to their intended destinations

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1.2.3. Frederick Herzberg's two-factor theory (1966)

Frederick Herzberg proposed the two-factor theory of job motivation. Herzberg focused on job fulfillment and discovered that some causes contribute to job satisfaction

while others lead to job dissatisfaction. Intrinsic motivators or satisfiers include success, acknowledgement, work itself, responsibility, and personal development or progression. Dissatisfiers or hygiene considerations (extrinsic factors) on the other hand, include business policies and management, monitoring, and pay. Working conditions and interpersonal relationships. Motivators (Satisfiers) are forces that encourage employees to bring in sufficient effort toward achieving organizational goals. Improvements in hygiene can help eliminate roadblocks to better workplace behaviours. Motivation factors lead to satisfaction, whereas hygiene factors keep employees from becoming dissatisfied. Dissatisfiers or hygiene causes, according to the theory, do not inspire or satisfy employees on their own; rather, they operate to avoid discontent in the workplace.

The theory is based on the following assumptions:

1. The presence of the hygiene element does not result in happiness, but its absence results in dissatisfaction.
2. The inclusion of motivational factors contributes to satisfaction, but their absence leads to sadness.
3. Employees who are happy and fulfilled deliver more;
4. People are dissatisfied with the level of satisfaction they get at work in terms of their necessities.
5. Success, recognition, duty, progress, and the significance of the job itself all play a role in people's motivations for work.

The relevance of this theory to this research is that the presence and removal of motivational factors such as success acknowledgement, work itself, accountability, promotion and personal development opportunities impact academic staff's feelings of fulfilment and disappointment in the university. When these causes are present in an organisation, they contribute to optimism and successful service delivery. This theory is

also relevant to this work because it gives insight on those factors that can motivate academic staff to improve effectiveness in their service delivery and to increase the productivity of academic staff, while the absence of such factors could result in dissatisfaction and low morale of academic staff which will negatively affect their service delivery in terms of research productivity, instructional delivery and community service

1.3. Statement of the problem

Every university's academic workforce is tasked with the central duties of teaching, research and community service. All these are aimed at achieving the national university's goal of developing high-level staff for long-term national advancement. As a result, university personnel are required to successfully participate in service delivery in fields such as teaching, research, planning, administering and marking tests, timely publication of students' results, and other related community services. They are also expected to instruct their students, supervise their research projects, conduct high-quality research and report their findings, and perform any other duties that may be needed. Private universities in South-South Nigeria, just as those in other regions of the country were also established to provide quality education, increase access, raise competition with public universities for the overall good of the Nigerian education system and create ample employment opportunities for the Nigerian populace.

Unfortunately, many staff in private universities, who should work effectively towards contributing to the attainment of these mandates, appear to have failed in such capacities. Many lecturers in private universities tend to be unserious about their job, as manifested in their untoward attitudes to work. The researcher has also observed lecturers in private universities seeking extra venture practices as a means of sourcing for additional incomes to supplement what they earn as salaries. Some academic staff in

private universities were reported by a study to be engaging in activities such as small-scale farming and gardening, petty buying and selling, rendering private home lessons, salon services and so on. These extraneous ventures engaged staff seem to compete with the time required to discharge services to their employers effectively. Consequently, some staff tend to give course materials to students without the actual classroom delivery of lessons.

In a visit to some nearby private universities in South-South Nigeria, complaints were made from some academic staff about the number of courses assigned to them to teach each semester, which hinder them from adequately preparing for instructional delivery. Consequently, many of the staff were observed teaching with materials that may be considered by any expert at face value, as being poorly prepared, shallow, and unsuitable for students in universities. Furthermore, it seems to the researcher, based on observation, that some lecturers horribly complete their lessons with little or no room for question-and-answer activities just to meet up with other engagements. Other scholars have also indicated that the students' discipline (which is a very crucial aspect of teaching that is necessary for the modification of the affective attributes of learners) is often overlooked by academic staff in private universities. In terms of research, many private universities lecturers do not also appear to give a whole-hearted devotion to the supervision of students' research works. In an instance, a private school lecturer was reported of charging students' huge fees just to assist in writing her thesis, instead of imparting relevant knowledge to the student. All these negative practices by staff of private universities do not paint a good picture of their service delivery and may hinder the academic development of students.

Researches have revealed that many students are unsatisfied with the quality of academic staff service delivery as a result of their ineffectiveness. Such unhappiness

among students may have an impact on their learning that extends beyond exam failure to poor quality of products delivered to society. As a result, the aims of universities as ivory towers and citadels of higher education, as well as those of Nigerian education policy in general, may be undermined. Notable efforts made to improve the service delivery of staff include improved work conditions, which have been offered to academics in private universities as a means of boosting their job satisfaction levels. Increasing the rank of lecturers (which usually come with pay increases) is being practiced by most private institutions to keeping a happy and effective workforce. Retraining opportunities for personnel to enhance service delivery have been organized by management at several private universities. Notwithstanding the efforts of such institutions, poor service delivery continues to be a recurring problem. It was along these lines that this study was conceived to find out if incentives and resource availability contribute to the quality of staff service delivery and if so, to what extent?

1.4. Purpose of the study

The purpose of this study was to investigate incentives, resource availability and academic staff service delivery in private universities in South-South Nigeria. Specifically, this study examined the extent to which:

1. career advancement contributes to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria;
2. job security contributes to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria;

3. empowerment contributes to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria;
4. the availability of ICT resources predicts academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria;
5. the availability of instructional resources predicts academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria;
6. the availability of recreational resources predicts academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria;
7. incentives variables (career advancement opportunities, job security and staff empowerment) jointly contribute to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria;
8. resource availability variables (availability of ICT, instructional and recreational resources) jointly predict academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria;
9. incentives and resource availability variables cumulatively contribute to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.

1.5. Research questions

The study was guided by the following research questions.

1. To what extent does career advancement contribute to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?
2. What is the contribution of job security to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?
3. To what extent does empowerment contribute to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?
4. To what extent does the availability of ICT resources predict academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?
5. What is the rate of variance explained by the availability of instructional resources to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?
6. What is the rate of variance explained by the availability of recreational resources to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?
7. To what extent does incentive variables (career advancement opportunities, job security and staff empowerment) jointly contribute to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

8. What is the rate of variance explained by resource availability variables (availability of ICT, instructional and recreational resources) jointly to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?
9. To what extent does incentives and resource availability variables cumulatively contribute to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

1.6. Statement of hypotheses

The hypotheses below were developed and tested.

1. Career advancement has no significant contribution to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.
2. There is no significant contribution of job security to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.
3. Empowerment does not contribute significantly to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.
4. The availability of ICT resources does not significantly predict academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.
5. The rate of variance explained by the availability of instructional resources to academic staff service delivery in terms of research productivity, instructional

delivery and community service in private universities is not significant in South-South Nigeria.

6. There is no significant contribution of the rate of variance explained by the availability of recreational resources to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.
7. Incentive variables (career advancement opportunities, job security and staff empowerment) have no significant joint contribution to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.
8. There is no significant rate of variance jointly explained by resource availability variables (availability of ICT, instructional and recreational resources) to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.
9. Incentives and resource availability variables have no significant cumulative contribution to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.

1.7. Significance of the study

This study is anticipated to be useful to the management of private universities, academic staff in private universities, private universities students, the immediate community, the Nigerian society, and researchers. Each of the enlisted beneficiaries above is anticipated to find this study relevant.

This study will serve as an insight for the management of private universities by unravelling the essence of providing adequate incentives and resources available to academic staff. This will boost their morale for the performance of assigned responsibilities maximally towards the attainment of stated goals of the institution specifically and those of higher education. Private universities will find this research as the study will be able to make data-driven recommendations that will lead to better conditions of service for academic staff. The implementation of such recommendations will entice academic staff with prior intention to abandon lecturing in private universities to areas of perceived greener pastures (such as public universities where there is a high rate of job security). When this happens, academic staff attrition and extinction rates will be reduced drastically to the benefits of private institutions for a sustained academic workforce.

Academic staff will equally benefit immensely because the results of this study may lead to recommendations that may be implemented in private universities to improve the incentives packages offered to academic staff. This may motivate staff to work optimally, effectively, and diligently for the attainment of stated goals. By so doing, moonlighting activities/practices of academic staff in private universities may be curtailed, leading to a highly focused workforce. The capacity of university employees to do their jobs well may be enhanced if the institution has suitable teaching and learning facilities. Academic staff standard of living may be improved due to the increase in rank and its associated remunerational packages.

Students will also gain from this research, since academic personnel will be more devoted to their service delivery if their incentives are appropriate and well-cared for and teaching and learning facilities are properly provided. This may result, in the

improvement of student performance in their academic programmes. As a result, the private university system may produce more globally competitive students.

The wider community will as well find this research relevant because through the recommendations of this study, private university lecturers may engage in active community services that may inject development or developmental prospects into the wider community. Furthermore, through effective school-community partnerships, strong ties may be established that will strengthen the participation of private institutions and the wider community in the affairs of the wider community and private institutions accordingly.

This study will be used as a main or secondary source of literature by future researchers working on similar subjects. The Study may also serve as a springboard for future study in this or adjacent fields by highlighting unresolved critical knowledge gaps.

1.8. Assumptions of the study

This research was based on the assumptions that:

1. The variables of this study are measurable
2. The variables of this study are normally distributed
3. The sample of this study is a true representative of the population
4. The sample of this study is unbiased

1.9. Scope of the study

This study on incentives, resource availability and academic staff service delivery in private universities was delimited geographically to the South-South region of Nigeria. The study covered private universities from different generations that have been granted the license to operate as such. Private universities were chosen due to the abundance of

past studies on the latter, with research studies on the former being very limited. In terms of content scope, three broad variables were of interest to the researcher, comprising two independent variables (incentives and resource availability) and one dependent variable (academic staff service delivery). The first independent variable (incentives) was divided into four aspects - staff promotion, career advancement, job security and empowerment. Aspects of the second independent variable (resource availability) included ICT resources, instructional resources, financial resources and recreational resources. The dependent variable of this research (academic staff service delivery) was treated in terms of three dimensions – instructional delivery, research productivity and community service.

1.10. Limitations of the study

All the factors that serve as limitations were addressed in the process of the research. Therefore, there were no more limitations in the study.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviewed literature that are related and relevant to the study under the following sub-headings:

- 2.1. Career advancement opportunities and academic staff service delivery
- 2.2. Job security and academic staff service delivery
- 2.3. Empowerment and academic staff service delivery
- 2.4. Availability of ICT resources and academic staff service delivery
- 2.5. Availability of Instructional resources and academic staff service delivery
- 2.6. Availability of recreational resources and academic staff service delivery
- 2.7. Summary of literature review

2.1. Career advancement opportunities and academic staff service delivery

Career advancement is a constant phase, which continues throughout a teacher's professional life. Even though you do not finish practising, the teacher still improves over time by acquiring experience and studying over a lifetime (Fazalur, Nabi, Akhter, Saeed & Muhammad, 2011). Career advancement applies to all the tasks that lead to an employee's career development and skills. It is used as a means of practical instruction, short courses or more formal programmes, such as an additional Diploma of Education to enhance the qualifications and in some cases, salaries of incompetent or under-qualified teachers (Zamumuzi, 2004). Career advancement refers to the outcomes or accomplishments that individuals gain from their job experiences. According to Braer, Flexer, Luft and Simmons (2008), to be successful in professional life, one must begin developing a strategy for their future in infancy, work through college, and then navigate the many stages of life leading up to retirement.

Career advancement is a human resources intervention initiative that enables employees to respond and feel more comfortable while confronted with workplace transitions and adapting to a changing world (Oluchi, Umoh & Amah, 2018). They are factual (external) and subjective (internal) facets of a profession. The analytical dimension reflects a person's roles and expectations, while the subjective dimension relates to beliefs, goals, motivations, and interests of one's profession (Ituma & Simpson, 2007). Academic staff promotion is the only channel through which they can reach the peak of their careers or self-actualization. Since in most cases, promotion is usually followed by improved salaries, it may boost the morale to keep working hard for better prospects. Promoting university personnel from lower to higher is an indicator that all conditions for advancement under the university policy have shown evidence of intellectual borrowing and good results. However, the effectiveness evaluation of Nigeria's universities is focused mostly on an appraisal and publication rather than just on teaching skills according to Owuamanam and Owuamanam (2008), and hence progress is mainly dependent on the results of individual studies. Again, considering that grant for research opportunities are limited (Bassey & Owan, 2018), the increment in salaries that should follow their promotion may not only enhance the quality of their life but can also leave them with something that could be used to communicate their research to the wider society through publication in reputable journals. In terms of community service, staff promotion could also empower them to assume certain offices that would not have been possible if they were not promoted, predisposing them to rendering services other than teaching and research to the university community as well as the wider community.

Typically, career growth requires a precisely defined course of promotion through the ranks of an organisation. It is merit-based, with little respect for colour,

gender, age, or ethnicity, so deserving workers become eligible for promotion; as workers realize that they all have an equal chance of success, it becomes easier for them to give their all (Pillay, Dawood & Karodia, 2015). Career progression, in the minds of the general public, would imply the presence of several career paths, each tailored to meet the specific demands of an individual employee or of the company itself. According to Saari and Judge (2004), a manager's chances of rising through the ranks of a company can be harmed by a lack of promotion for any reason. Career development is important to this study and the workers who participate in it because it provides them with the potential for long-term performance, better wages, career stability, and job satisfaction. A dedication to career development would enable you to take action toward a more engaged workforce and a high-performing company (Pillay et al., 2015).

The capability growth of the staff members of the institution has a key influence on the institution's performance, productivity, ethics and profitability. The lack of sufficient funding for the running of colleges has long hampered the growth of the workforce. It is herculean and organisations need some guarantee that expenditure and growth can be returned in the form of increased efficiency. Career growth of staff members is a central element in the concept of the plan for managing human resources. Human resources career advancement is conducted through formal and non-formal training to make employees usable for themselves and the organisation. The growth of a profession is a continuous phase of work-life (Kakui & Gachunga, 2016). Higher organisations should cultivate and place employees in career practice that are consistent with their career priorities, needs and objectives. This helps to encourage the happiness of employees and the best use of their skills (Ikpesu & Ken-Ine, 2019). In a study by Drennan and Beck (2000), the respondents also suggested that while the policy of the academics was to determine the applicant for advancement based on three key factors –

teaching, administration and testing – the latter seemed to be the most important one. Delays in the advancement of academic workers, as appears to be the case in many Nigerian universities, can jeopardize their ability to provide effective services (Abiodun-Oyebanji, 2019).

In very rich research, Pillay et al. (2015) investigated the connection between job advancement and employee satisfaction in the South African petroleum industry. The thesis used a case study research design, with knowledge primarily gathered by the use of self-administered questionnaires. The research population consisted of 90 refinery workers who had graduated between January 2008 and December 2012; these included both personnel who had been trained by the company and staff who had used their resources to advance their education. Ninety people completed the self-administered questionnaires. Findings disclosed that many respondents indicated low chances of advancement, meaning that preparation was not necessarily applicable to the promotion. Many respondents said that there had been no improvement in the quality of their jobs because of preparation. Most respondents indicated a low likelihood of obtaining a work transition, such as a lateral move to another division or agency. According to most respondents, the system was saturated, with no vacancies or gaps for employees after preparation. Inexperience was also mentioned as a barrier to career development following preparation. The above considerations extend to the employee.

The study of Pillay et al. (2015) further revealed that many respondents were not particularly motivated after training, which may be attributed to the fact that training did not result in a promotion or job progression. The majority of respondents said they are proud of how they do their job after school. Many respondents indicated that there are solutions available to reduce barriers to career advancement and a strong substantial association exist between workplace satisfaction and promotion chances. The findings

showed, and understandably so, that the mere promise of advancement would inspire workers to work hard. The results have shown that for most respondents, job development contributed to inspiration. These results demonstrated that career development has a significant impact on motivation. Career progression did not result in inspiration for the minority. The analysis also emphasized the importance of consistent progression rather than regression at some stages. The relevance of the cited study is because it viewed employee empowerment from the perspective of promotion and training and linked it to staff job motivation and readiness to engage in work-related activities in the petroleum industry. Although rich in findings, the research of Pillay et al is different from the present research because it treated staff promotion as being synonymous with staff empowerment; while in this study, promotion is seen as being slightly different from empowerment. Secondly, the cited research assessed petroleum industry workers with a small sample of respondents while the present research will examine a large sample of private universities' academic staff in Nigeria's South-South region.

Fazalur, et al. (2011) reviewed the link between teacher education and successful education. They used a sample of 80 teachers of 180 grade X girls. A questionnaire was given for both target groups by the data collection instrument. A Grade IX exam score was considered as student performance. It was seen to be a constructive approach to and efficient in teacher preparation, including teaching/instructional work, management of a classroom, assessment processes, tasks, and human relationships with pupils, principal, and community in general. Teacher education was shown to be favourably linked to successful instruction. The study's findings have revealed a substantial relationship between teacher teaching and student test scores. It was suggested that quality teacher

preparation systems be implemented because they have a strong correlation with student success.

Ayotola and Ishola (2012) studied the impacts of two preparatory programs on the development of activity-based learning preparation abilities by pre-service primary mathematics teachers in Nigeria. Both student-centered activity strategy and teacher presentation strategy are based on both action-oriented strategy programs. A sample of 337 pre-service teachers from three southwest Nigerian institutions were included in the pre-tested quasi-experimental research, 33 percent male and 67 percent female. Two treatments (Student-Centered Activity-Based Strategy and Teacher Demonstration Strategy) were presented to pre-service teachers at each of the three institutions, as well as standard instructional approaches, independently. Results showed that students in the teacher demonstration treatment group learned activity-oriented lesson planning skills considerably faster than those in the student-centred activity-based treatment group. Also, those in the student-centred activity-oriented group also outperformed the subjects under the traditional teaching technique. This demonstrates the effectiveness of the educational programs in improving the learning of activity-based lesson planning skills. The study proposed that certain activities be included in the country's teacher preparation. This guarantees the training of staff to learn the skills necessary for the preparation of activities-based lessons, particularly in the field of mathematics.

In another study, the effect of human capital growth on academic staff success was examined (Bingilar & Etale, 2014). Two universities in Bayelsa state were used for the study with secondary data collected from 2010-2014, using annual reports. The data were evaluated statistically using various regression methods. The results of the study demonstrate that the efficiency of human resources and qualification of human resources is a direct and significant link with the success of university workers in Nigerian

universities. Empirically, the promotion of human resources and the success of academic workers were found to be highly detrimental. The researchers proposed that employee preparations and development of human resources relating to organizational interests should be provided with an environment encouraging the beneficiaries to carry out practices that would lead to excellent workforce performance. The research cited is useful to the present study in that it established an inverse relationship between staff promotion and job performance. However, the research was based on data collected from two public universities in Delta state while the present study's focus is on private institutions in the Southern region of Nigeria.

Saeed and Abdollah (2013) examined the feasibility of in-house preparation programs for teaching skills from the point of view of pupils, teachers, and heads of guiding schools in Shiraz. Principals who were the respondents of the study, indicated that the efficiency of in-service training programmes had no serious relationship with instructors' ability to create a course, demonstrate the lessons, and evaluate their pupils; the effectiveness of in-service training programmes, and demonstration teaching, was seen in the opinion of students. There was no significant variation in the training plan preparation and evaluation skills of students and there was a meaningful relationship in teaching demonstration skills from a student point of view. In terms of teacher demonstration skills, males teachers did not differ significantly from female teachers; The conclusion was that it is important to focus on in-service training and that the authorities should monitor and encourage it, particularly the programmers. Teachers often need mostly three-fold learning skills, and these teachers should be met seriously.

Eze (2016) assessed the effect on the effectiveness of teachers in the Enugu state through training and retraining. To gather data from respondents, the researcher developed a 20-point questionnaire. There was a survey of 256 high school teachers. Two

specialized research assistants circulated a questionnaire. Results have shown the effectiveness of teachers was greatly increased by preparation and retraining. It also showed that the perceived effect of training and retraining on teachers' effectiveness was different from that of men (3.30) and women (2.94). The conclusion was that teachers must be routinely educated and retrained to increase their work efficiency.

Similarly, in rural Kenyan primary Schools, Frederick and Stephen (2010) examined teachers' perspectives on staff learning programmes. This work consisted of a study from 100 elementary schools and 100 students. The outlier approach graded schools as high-performance or mediocre performance in the Rift Valley and Nyanza provinces. A revised Likert Scale survey has been conducted following validation. According to the research, higher education and instruction, in-service courses as well as attendance in seminars, workshops and meetings are among the most frequent staff development programmes. Teachers gain expertise in school administration, evaluation processes, academic correlations and mastery during programs in wider curricula. Teachers at high-performance schools have been seen to be more involved in employee participation activities than their peers at poor schools. According to the paper, having paid research leave to help teachers would allow them to participate in employee learning programmes, while allocating more funds and more time. Equally relevant is retraining of teachers with the goal of radically reforming their attitude to employees' advancement activities.

Employee satisfaction and service delivery consistency was examined as part of the study by Adejare, Olaore, Udofia, and Emola (2020) to determine their influence on demonstration, preparation, and induction, as components of employee training and development. Data were collected from 293 non-academic staff employees at several Nigerian public institutions using a simple stratified sampling approach and analysed

using a structural equation model (SEM). The researchers found that in Nigerian universities, a lack of on-the-job training inversely impacted the quality of service provided, possibly because most institutions do not intentionally place new hires in a position to learn directly from an existing employee to improve their success. It follows that reduction of inefficiency and effective preparation must be integrated into career management and employee success assessment systems must be implemented.

Archibong, Effiom, Omoike, and Edet (2010) conducted a survey of university workers to find out how satisfied they are with promotion standards and what they believe should be included in the criteria. For this study, 349 academics were asked to fill out a questionnaire prepared by the researchers. According to the findings, most university personnel were unhappy with the promotion activities. A minimal number of publications was well-liked by academics, while norms pertaining to computer literacy and overseas publishing conditions were not so well-liked. Academic employees requested that an oral interview be added to the promotion criteria before they could move up the ladder. University administration is generally seen by academic staff as a thankless position that involves a significant amount of personal time, energy, and money but does not provide any rewards or points in the evaluation process for advancement. Similarly, foreign publications scored low due to the financial strain and inconveniences that workers face while attempting to get their works published outside of Nigeria. Graduate supervision rated poorly, most likely because academic staff believe it is an unreasonable criterion. After all, certain departments rarely have postgraduate enrolment, making it impossible for academic staff to fulfil this criterion.

Erasmus (2020) analysed the expectations of job growth by administrative workers at a South African university. The research included 14 middle-ranking managerial staff individuals chosen for prospective senior management jobs. A perceived

silo culture has contributed to greater workplace polarization, according to empirical research. Inadequate employment guidance, retention strategies, and promotion possibilities are all to blame for diminishing career advancement prospects. Although they had given up hope, the participants declared that they would keep working hard and going beyond what was necessary. The fact that talented employees feel irritated may impact morale and efficiency, as well as prospective leaders, causing departments to miss their aims. As a result of the study's results, university administration should revise its retention and promotion procedures for administrative employees, who perform vital university functions. The referenced research is relevant to the current study because managers' expectations of career advancement may influence the policies that are developed in organizations. However, the cited study did not concentrate on teachers and was conducted in South Africa (A location foreign to South-South Nigeria).

In Uganda, Alemiga and Kibukamusoke (2019) investigated the determinants of academic staff efficiency, with a particular emphasis on academic staff recruiting, growth, promotion, and dismissal. The overall quality control theory was used in the research to clarify the quality of teaching and learning processes in Ugandan private universities. The research used descriptive and case study designs, with data gathered from interviews and observation. According to the findings of the report, private universities have student recruiting, promotion, firing, and growth policies that control their management. While policies exist, their implementation, supervision, and assessment are inadequate, negatively impacting educational content and performance. The research is like the current study since it looked at how managerial policies impact the human resource operations of private universities. Although the referenced research is relevant, the link between these human resource operations (promotion, firing, and

development) was not investigated and the nature of their job inputs. By studying the Nigerian population, this analysis would attempt to bridge this divide.

Delbari, Rajaipour, and Abedini (2020) investigated the role of self-control on university employees' career progress and competitiveness. The quantitative-relational method targets structural equation modelling (SEM). In 2018, 331 workers of two Iranian colleges were chosen. Results revealed that self-regulation by employees increased the effectiveness of both the company and the environment and may also anticipate potential triggers. Self-regulation can anticipate stimuli. Self-regulation has mediated the connection between employment and productivity development. The findings show that educational institutions, particularly universities, may help employees improve self-regulation and productivity. The greater ability of university faculty to self-regulate allows them to focus their potential energy into altruistic service to society. Persons with a higher capacity for self-regulation can increase their self-regulating energy resource and improve productivity and quality of life. The cited study will aid in the empowerment of human capital and, as a result, the improvement of education and research processes. The cited research is closely linked to the current study since it discovered links between job growth and staff morale in universities. The study differs from the current one in that it was done in Iran and centred on one public university, while the current study is a Nigerian-based study that drew from a broad sample of respondents at private universities.

Ikpesu and Ken-Ine (2019) studied human resource administration and non-academic workers career success in Rivers State universities. The correlational test design was used in the analysis. It was held at three public universities. The research's population was 4,963, and a survey of 370 non-academic workers respondents was selected using the Taro Yamane formula and included in the study. Working standards

and career growth, among other things, improved the performance of non-academics in universities, according to the report. In Rivers State universities, a strong partnership exists between working environments, professional growth, and the success of non-scholarly workers. Based on its findings, university management was responsible for conducting comprehensive training programs to build the capacity of its personnel relevant to changing job demands; for organizing and implementing human resource management practices to include adequate safeguards, improved workplaces, proper building maintenance, on-site training and study vacation.

For example, Oguejiofor and Ezenwanne (2020) focused on improving the quality of business education professors at Anambra State's public tertiary schools. At the .05 degrees of relevance, one study question and one null hypothesis were tested. Without sampling, 88 business education lecturers from public tertiary institutions in Anambra State were studied. The data collection instrument was a standardized questionnaire of 20 elements divided into two clusters that had been tested by specialists in business education, assessment, and evaluation. Results show that participants at Anambra State's tertiary institutions believe that business education lecturers need to undergo more training and education to raise their performance levels. Training and retraining programs aimed at increasing the effectiveness of business education instructors were seen differently by men and women. The researchers suggested, among other things, that tertiary institutions routinely organize in-service preparation and retraining of business education lecturers to increase their efficiency.

2.2. Job security and academic staff service delivery

Employment job security or safety is job loss insurance. It is a guarantee of the continuity of an employee's work, because of a job contract, collective bargaining, or labour law, which prevents unfair dismissal (Oyeh & Ukaigwe, 2018). This is another

method to allow academic personnel to do their job. It is a way to get employees to work. Study over the years has nevertheless generated extensive scientific data about how a job loss has a negative effect both on the well-being of people and on the organisation. In the fields of teaching, research, and community services, for example, the level where an academic is secured at work, in particular when it comes to retirement will affect their success (Abiodun-Oyebanji, 2019). Academic personnel should also have substantial levels of work protection to avoid psychological imbalance that can lead to inadequate service delivery. Having a secure job may have a substantial influence on an employee's productivity and level of involvement in the workplace. If an employee feels safe in the knowledge that he will not be dismissed any time soon, he will work more (Imran, Majeed & Ayub, 2015). He will attempt to repay the favour by contributing more to the company, which will raise his degree of comfort (Valletta, 1999).

Employees' job happiness, loyalty, and success are all influenced by their level of job security (Artz & Keya, 2015). When it comes to employees' perceptions of job security, the likelihood of being laid off over the next few months or years is a major factor. Workers' self-perceptions of their chances of job security and the ability to use emotional intelligence (EQ) and interpersonal satisfaction as a resource for decision-making define job security from an organizational point of view (Ma, Liu & Wang, 2016). When employees' safety at work is strong, they typically concentrate effectively on their work, make more sacrifices and perform their duties more effectively than employees who continuously worry about job loss; even though employees can be driven by fear of job loss under some conditions, but only for a short time (Makhdoom, Nawaz & Abbasi, 2019). Job security and workplace fairness contribute to increased employee happiness and, as a result, increased organizational efficiency (Preuss, 2005). This is because employees want financial protection from their employers, and if they don't get

it, they will lose their best workers. In today's world, the majority of businesses offer their employees stock options (Imran et al., 2015).

According to the report of Huang, Lee, Ashford, Chen and Ren (2010), emotional intelligence may help workers better comprehend information and minimize the negative consequences of job security. It has also been shown that workers engaged on a contract basis are less driven than staff and largely due to a lack of job protection (Anwar, Aslam & Tariq, 2011). Many scholars have researched various facets of organizational policy and most of them have discovered that if an organisation does not provide its workers with job protection, whether they are a contractual or permanent participant, the morale and organizational loyalty to them is diminishing and these two factors have a direct influence on their success in their work (Imran et al., 2015; Rosenblatt, Talmud & Ruvio, 1999). Any employee must be inspired and happy in one direction or the other for the organisation, so they can do their best (Shagholi & Hussin, 2009).

In their research on the function of emotions in consumer and employee complaint conduct, Svavi and Olsen (2012) discovered related characteristics. According to the findings of the report, overall satisfaction among employees was substantial and positive. It was also established that an association exist between job satisfaction and behaviors such as showing up to work on time, keeping track of their time, thinking productively, finding the work enjoyable, and being willing to take on additional responsibilities (Inyangala, Keraro & Kipchumba 2019). This implies that when you guarantee private university lecturers job security, they may quickly begin to show a positive attitude that is incredibly important to the institutions

Inyangala et al. (2019) performed an analysis in Kenyan chartered public universities to determine the mediating impact of work protection on career management activities and the job satisfaction of administrative staff. A correlational survey test

design was used in this analysis. The targeted participants comprised 2,355 administrative personnel from Kenya's chartered public universities. Ten full-fledged chartered public universities were chosen using a purposive sampling approach. The 370 administrative staff members were chosen using a proportionate random sampling methodology. The profile of respondents and research variables were defined using descriptive statistics. At a significance stage of alpha equivalent to 0.05, multiple regressions were used to evaluate hypotheses. According to the findings, job security seems to function as a bridge between admin staff job satisfaction and career management activities. We can now see that job stability has a significant influence on boosting workplace satisfaction, as seen by this research. To improve work quality, chartered public universities should accept job protection and align it with career recruitment activities and human resource functions.

Imran et al. (2015) investigated the interaction between work stability, corporate fairness, and organizational competitiveness, with job satisfaction serving as a mediating factor. Data were gathered using questionnaires, which were sent to 300 people but only 254 responded to. This study discovered that a lack of work stability, corporate fairness, and job satisfaction can all contribute to a drop in organizational efficiency. The findings of the cited study recommend that workers be provided with workplace protection. Furthermore, steps to improve employee work satisfaction should be taken, as these aspects can ultimately contribute to an improvement in corporate efficiency. It was concluded that every organization's efficiency can be improved by increasing workplace stability, job satisfaction, and corporate fairness. The business world is facing many challenges in this modern age of globalization, and rivalry among organizations has increased. Only those organisations that concentrate on employee loyalty, fairness and defence, or human resource management, will prosper in this dynamic era. Although the

Alvi, Haider and Ali (2013) also investigated the interaction between work autonomy, workplace protection and recruitment of workers with perceived organizational assistance. Analysis has been conducted on the Pakistani banking sector. A sample of 312 City Lahore interviewees was randomly picked. For primary data collection, a standardized questionnaire has been created. For statistical analysis, software, AMOS and SPSS have been used. The results of the study confirmed that the perceived organizational support is related to workplace independence, job stability and staff preparation. This research cited is related to the current research it assessed (as one of the predictor variables) the contribution of job security to perceived organizational support. However, the study was carried in the banking sector of Pakistan and not an educational institution. Secondly, the research did not focus on the effectiveness of service delivery of workers. This means that the results of the cited research may not apply to the service delivery of academic staff in private universities in South-South Nigeria. Therefore, a study is required in the South-South region of Nigeria for dependable results, hence the present study.

By considering the consequences of reforms in the MaxHR's Homeland Security Department (DHS), initiated into DHS in 2005, Hur and Perry (2019) measured the impact on the operational involvement of federal employees in various employment security standards. As part of the 'reformed' personal structure of the current DHS, the 2005 labour protection rule decreased employee safety, while weakening corporate engagement. The research subsequently concluded that DHS employees' corporate contribution increased by 10 percentage points after the repeal of the job protection laws in 2007. Together, the findings of differentiation assessment for new work protection laws in 2005-2006 and subsequent abolition of labour safety rules in 2007-2010 show that the employee's adherence to DHS has been more beneficial after the abolition of

employment safety rules than before 2005 reforms. This implies that the nature of job security policies available in an institution may promote or hinder the job commitment of workers. However, the cited study assessed the perception of federal workers in the department of homeland security in the United States of America and not academic staff in universities.

Teachers in Rivers State public secondary schools were researched by Oyeh and Ukaigwe (2018) for the state of their working lives and their level of participation in their places of employment. The study's methodology was based on correlational research design. Secondary school instructors ($n = 8,452$) from 247 secondary schools were surveyed. Taro Yamane's method for determining the sample size was used to determine the number of instructors in the study. Questionnaire of varying scales were used to gather information for this study. Among other things, 14.5% of teachers' involvement is considered to be the consistency of work. Besides, quality of life was found to contribute significantly to teachers' involvement in public high schools in the state of Rivers. Among others, it was proposed that teachers display expertise and discipline in their education work to carry out their duties according to the conditions of service. The directors should develop reliable and competitive rewards schemes to compensate teachers who are brilliant in the performance of their regulatory duties.

Joarder, Subhan, Ghani and Islam (2015) explored the relationship between human resource management activities and plan to leave among Bangladesh-based researchers from private universities. 160 usable questionnaires were used in the final report, resulting in a response rate of 44% for the sample, out of 360 questionnaires distributed. The findings suggest that pay and supports are important and have a detrimental effect on the faculty's plan to stop the behaviour. However, it depends on the control variables used in this analysis to establish a connection between job security and

faculty intention to abandon it. The study, therefore, suggested that more attention should be paid to these two activities by private university management, especially in Bangladesh, to maintain and attract prospective scholars in the future.

Rahman and Raju's 2020 report employed a quantitative approach to examine the connection between job stability and attrition intentions. The study included 80 participants from the private ICT industry in Dhaka, Bangladesh. The R-value of the relationship between the work protection component as an independent variable and the intent of attrition as a dependent variable was 0.661. This means that job stability is directly linked to the desire to leave. It was concluded that there is a close relationship between workplace stability and staff turnover.

Makhdoom et al. (2019) investigated the association between work stability and employee success in an organisation. The easy sampling method was used to select 60 workers from nine District Badin organizations (Private, Public & NGOs). Descriptive statistics and Pearson Correlation were used to analyze the data acquired via a closed-ended questionnaire. According to the findings, temporary workers outperform long-term employees in part because they are concerned about their employment and hence put more emphasis on their performance to ensure their own job security. A marginal negative and poor association between perceived workplace security and employee performance shows that the focus research firms are not using an appropriate performance appraisal program, and as a result, workers are unconcerned about their level of performance. Second, since there is no pay for performance, jobs are less concerned with job security.

An investigation of the link between career uncertainty and workplace happiness as well as its elements, namely job satisfaction, affective organizational involvement, and work engagement, was carried out by Stankeviciute, Stanikiene, and Ramanauskaite

(2021). As shown in the research, there is a negative relationship between constructs of the hindrance stressor axis of the model and the theoretical constructs such as the energy conservation and psychological contract. It was predicted that employment insecurity would have a detrimental impact on job satisfaction as a higher-order concept and on all its components. When it comes to developing a robotized industrial environment, firms striving for long-term sustainability should take note of this finding, according to the researchers.

2.3. Empowerment and academic staff service delivery

Empowerment is the desire of a worker to commit greatly to their job, depending on the ability of the worker to meet demands and the community. Empowerment refers to the methods used in the enterprise to enhance the morals of employees and to encourage their full and happy performance (Owan et al., 2020). According to Ibrahim (2020), employee empowerment refers to how people think about their careers and how they behave to become more confident and happier with their employment. Employees who are empowered are more satisfied with their employment and as a result, their corporate loyalty grows (Tarigan, 2015). Workers who think they are motivated will exhibit personal ambition and dedication, believe they are responsible for putting forward high-level activities and have a sense of quality (Mira, Choong & Thim 2019). This ensures that an inspired person works hard to contribute his or her best effort toward achieving the organization's goals. A motivated workforce is essential to an organization's success because highly motivated workers tend to produce at the highest possible level and expend more initiative than unmotivated employees (Ikenyiri & Ihua-Maduenyi, 2011).

Academic staff job empowerment may then be defined as the freedom of academic personnel to conduct or equip themselves without any hindrance to a certain degree of control or powers to operate following their basic duties of teaching, study and community services. Empowerment is crucial in organizations because it improves morale and allows priorities to be met more effectively. Inspiration is also important for teachers because it allows them to meet their targets more efficiently. Staff empowerment is critical in the school because it improves teacher engagement and success and allows school priorities to be met more effectively. According to Owan et al. (2020), a variety of practices, equipment, and services, such as incentives, promotion, praises, correct selection, acknowledgement, and remuneration, should be used to socially inspire academic workers. It requires that university personnel be equipped and motivated to do what is required. It is the process of improving or encouraging the morality of academic workers and activities to contribute to achieving the objectives of universities and the country in general. Sadly, it has been revealed that the feeling of confidence among academic staff is very low among private university workers (Olugbenga, 2010).

Studying the effects of encouragement on the achievement of Ghanaian polytechnic teachers, Lipsey, Emmanuel, and Fokuo (2015) found that research experience and the highest degree earned had a significant moderating effect. A quantitative testing strategy is used in this investigation. Teachers at Ghanaian polytechnics are more likely to be successful when they are motivated, according to the findings of this research. Motivation accounts for 79.5 per cent of the difference in results in this regard. Furthermore, the highest level of education and study expertise of teaching workers affect both inspiration and success. This allows the Polytechnics teachers in Ghana to maximize their inspiration, success and training experience. The study of Lipsey et al. is related to this study because teachers irrespective of the levels they teach,

their location, or programme need to be motivated to discharge their duties effectively. Thus, the study conducted in Ghana using polytechnics can be related to a study conducted in Nigeria using the programmes offered in private universities.

Owan et al. (2020) linked the work-life policies of lecturers as well as their psychological empowerment to their commitment probabilities in Cross River State, Nigeria, using a latent and manifest vector structure from a structural equation model. A multistage sampling technique was employed to collect data on 315 lecturers from two universities within the research field. Findings indicated that lecturers' work-life policies significantly predicted their job commitment positively. It was also proven that staff job commitment (affective, normative and continuance) responded positively to their psychological empowerment in a positive manner. There was a substantial positive contribution of the two predictors (empowerment and work-life policies) on staff job commitment in the institutions studied. The cited research by Owan et al. is closely related to this study because it linked the psychological empowerment of academics in two public universities to their job commitment using a robust statistical technique. The study was, however, shallow because the area covered was just two public universities. The present is proposed to be conducted in several private institutions in the South-South region of Nigeria, to bring forth a more dependable result from a broader perspective.

The association between motivation and teacher success was also studied in an additional study (Laurent, 2016); influences affecting the motivation of the teacher and determining the variations in the motivation of public and private high schools were analysed. The main results of the study found that teachers' output was good, but that their pay was poor to promote hard work. As indicated by the proportion of teachers who came early for school, graded examinations for their students, and attended meetings with their colleagues as well as activities outside of the classroom, such as athletic events,

most instructors were found to be extremely devoted to teaching and learning. A link was observed between teachers' motivation, primarily intrinsic drive, and their success in both public and private secondary schools in Tabora municipality. The study concluded that, among other things, the ministry of education should increase quality supervision and recognize successful performers to improve morale and job results in the teaching and learning process.

Nairuba (2011) investigated the impact on the success of teachers in secondary schools of the allocation of nominal incentives and nature of job conditions under motivational activities. To choose the study participants from the select secondary schools, the researchers employed purposeful and basic random testing techniques. The reference population was 225 and participants were 166 in the sample. A questionnaire was used to gather data as an analysis tool and descriptive statistics used to analyse it. The correlation between motivation and teaching success has been used in secondary education in Pearson Correlation. According to the survey, 59.2% of those surveyed with a strong average of 3,5464 recorded that some staff also favoured the working conditions, which reflects unhealthy behaviours. For all workers to achieve efficient efficiency in organisations, good working conditions were required. The research showed that salary and salary payments do not directly affect the success of teachers. The rewards impacted the success of teachers as paying after the job was completed. In certain organisations the nature of working conditions still was beneficial and the real success of schools was affected. Therefore, good working practices were important in all organizations for the success of all workers.

Victor and Babatunde (2014) studied the motivation and effectiveness of teaching workers in higher institutions of learning. The research included fifty lecturers and ten department heads who were chosen at random. Data were systematically gathered using

a questionnaire. The study found that encouraging imagination and ingenuity, appreciating sincere commitment, awarding outstanding titles, and recognizing accomplishment improve the performance of university lecturers. In addition, 60% of those surveyed said that the leader of the company did not make daily payments of salaries and other forms of incentives to encourage good work. This cited research also discovered that providing sufficient opportunities for career development and instructional facilities influences lecturer success. The following recommendations were made: university administrators and other tertiary institutions should strive to have many opportunities for professional growth and scientific advancement, the provision of institutional facilities, good relationships with academic personnel, and timely payment of lecturers' salaries to advance their success, among other things. The cited study is related to the present research because it assessed the task performance of teacher due to the motivational packages offered; the study is however different from the current research due to locational and scope variation.

Zalwango (2014) studied the motivating role of private primary school teachers in the use of a case from St. Mary's schools in improving their results. It examined the variables that influence Teacher engagement and the effect of motivation on Teacher performance to classify the motivational indicators. In a descriptive survey style, a complete sample of 50 respondents was polled, including headteachers. The primary database was compiled using standardized interview questionnaires as well as detailed interview guides for headteachers at various campuses. But the study results have shown that, despite insufficient incentive, the performance of teachers is fine. Teachers were usually high-morality teachers, with reports of early reporting, routine testing, interest in school events. The report suggested pay increases for teachers to meet high standards of

living, appreciate excellent work, upgrade existing services, and among other things, strive to meet fixed objectives to improve the success of teachers at work.

Ali, Abdulkadir and Ali (2016) investigated the association between teacher engagement and school success, as well as the mediating role of teacher work satisfaction. A survey methodology has been used in the study, and 80 respondents from secondary schools in Mogadishu have been collected using a convenient sampling process. An eight primary building questionnaire was used. The study showed that teacher engagement, work satisfaction and school success are significantly related. Due to this close relationship between these above variables the incentive of teachers to increase job satisfaction and the success of the school was recommended, both extrinsic and intrinsic. The research cited is important because motivation can be used to empower workers for service delivery. However, the cited research is different from the present study because it linked motivation to school performance indirectly, using teachers' job satisfaction as the mediator variable. The present study will link the empowerment of staff to service delivery directly without any mediation effect.

Chow, Lo, Sha and Hong (2006) concentrated on three areas of human resources development: access, operational support and capacity-building, and its effects on customer orientation and productivity results. The reason is that workers should improve their skills through their development experience, inspire them and provide the necessary resources to provide professional services. Results revealed a difference between the three predictors and the results. Empowerment and corporate sponsorship have a significant impact on consumer orientation. Enhancing success considerably strengthens and workplace reinforcement enhances the sense of pride of workers. In terms of success only, development experience has an important impact. The cited study is different from the present research because it did not assess the three aspects of human resource

development about workers in educational institutions but in the hospitality sector. However, by focusing on employee empowerment, the cited research is considered related to the current study. The argument is that employees, irrespective of the sector, tend to respond to similar stimuli. Thus, what affects a worker in the health, banking, or hospitality sector, may also likely affect those in the education sector.

The report of Ekabu in 2018 reviewed the standard of pay for teachers, resources for personnel growth, promotional opportunities, working conditions and the plan to rotate teachers in public high schools in Kenya. The investigation used the descriptive form of survey design in data collection and interpretation in both quantitative and qualitative methods. A total of 520 participants, including 503 high school teachers, 15 directors and two personnel officers, participated in the report. The scholars quantitatively and qualitatively analysed data. The product-moment interaction showed that the independent variables considered for this analysis are in reverse relation with the independent variable, the plan to sell. The degree of remuneration, the opportunity of personnel growth, the potential for advancement and working conditions. The findings showed that the four independent variables had an important connection to the purpose of teacher attrition at the county's public high schools. According to the findings, teacher motivation in Meru County secondary schools is minimal, and the education sector seems to be staffed by teachers who have low confidence and are uncommitted to their employment, resulting in high turnover intentions. The cited research is very crucial to the present study because it showed the extent to which four motivational variables related to staff attrition tendencies in Kenya. Although the turnover intention is not the same thing as staff service delivery, the intention to quit the teaching job poses a threat to institutions because staff with such an intention may not deliver expected services properly.

The impact of the performance assessment on the provision of health care service is primarily health care facilities in Nigeria was investigated by Adepoju, Opafunso and Lawal (2017). The survey used a formal questionnaire and an in-depth interview for the collection of data for a survey test design. In the sample facilities in Southwest Nigeria, a multifaceted sampling procedure was used to sample 241 healthcare employees. In informative and inferential statistics of social science statistics packages, the results obtained have been analysed. The theory was tested by regression analyses. Linear regression analysis demonstrated that a performance assessment dramatically predicted consistency of PHC health services, indicating that 55,6 per cent of the quality uncertainty in PHC's health care delivery was a performance assessment. The study shows that performance evaluation is a standard method in PHC, mostly used to advance employees. The study, therefore, suggested that employee performance be regularly assessed, preparation needs identified, and personnel recognition/rewards promoted to better performance. The research is related to the present study because staff appraisal may be considered as a form of empowerment that stirs the desires of employees to respond to organisational demands. However, the focus was on healthcare in the cited research which is different from academic staff in universities (the focus of the present research).

Abiodun-Oyebanji (2019) investigated the effect of academic faculty empowerment on service quality in Nigerian universities. The basic random sampling method, which comprised over 300 academics, was applied to pick 150 academics from each of the sampled universities. A questionnaire was used as the test instrument for the analysis. For the test of hypotheses one and two and three and four, the multiple regression and the independent t-tests were applied. The results indicate that the distribution of the services at Nigerian universities was co-operated with recruitment,

promotion, incentives, acknowledgement of employment and job protection. Job awareness is, however, a more powerful forecast. It was suggested that university administration not only respect the work of academic personnel but also recognise those who merit advancement and benefits and provide them accordingly to improve service delivery. This research is related since it assessed staff empowerment with service delivery. However, the research was conducted in the western part of Nigeria, with the respondents possessing different characteristics as those in South-South Nigeria. This implies that the results uncovered in the cited research may be different in another zone.

2.4. Availability of ICT resources and academic staff service delivery

Availability refers to the condition that it is reachable or accessible at a given moment although. In the words of Joshua (2011), availability indicates the easy way to acquire and use the content for a specific reason and time. Soneye (2017) defines availability as the state under which lecturers have access to and use ICT tools for qualitative and efficient instructional delivery to meet the needs of society through students. Based on the definitions above, the availability of ICT resources is hereby defined as the degree to which a variety of ICT resources are obtainable, accessible and functional to those in need of them. Availability of ICT facilities in good supply and rich variety and range is essential to enhancing teaching and learning (Odigwe & Owan, 2020).

Soneye (2017) evaluated the availability of ICT services in Southwest Nigeria for the quality improvement of business education. The thesis was driven by a question from analysis and three null hypotheses. The thesis was conducted using a descriptive analysis design. The research was conducted using the stratified random survey methodology to assemble a sample of 301 respondents (52 lecturers and 249 students). To analyze data and to respond to study queries, arithmetic mean and Standard deviation were used; thus

z-test was used to test theories at a significant level.05. The findings show that the continuous improvement of business learning in universities in South-West Nigeria is largely limited by ICT capital. Out of 18 specific ICT resources that were assessed, only two (departmental computers and institutional websites) were available to a high extent, while only multimedia projectors were available to a moderate extent. Apart from these, resources such as internet connection facilities, e-learning software packages, multimedia classrooms (Audio Visual Centre), departmental website, accounting education software packages, office management education software packages, computer screen reading software, interactive whiteboard and video recorders were available to a low extent. It was also shown that computer networking resources, examination scoring machine, marketing/distributive education software and still digital camera were available to a very low extent. Although the cited research is comprehensive in that it assessed myriad ICT facilities, making it related; however, it was beyond the scope of the research cited to link the availability of these resources to staff service delivery. Furthermore, the cited research was too narrow due to its focus on business education department in public universities in South-West Nigeria.

Tella (2011) studied the usage and accessibility of ICT in certain southwestern colleges of education. According to the results of this research, ICT devices are underutilized and some pieces of ICT equipment are simply unavailable. There was a two-page survey issued to 200 persons from all colleges of education in the Southwest Nigeria that were accessible at the Education School to obtain data for the research. There were 180 surveys collected, with a 90% response rate. In parallel, SPSS was used to quantitatively extract the data. The findings of the College of Education survey showed a low use of ICT devices, unavailability of ICT facilities and a misunderstanding of the effect of ICT on instructor education in Nigeria. It was further indicated that participants

were not happy about the slowness in the use and implementation. The cited research is related because it revealed the extent to which ICT tools are available and used. Notwithstanding, the research cited did not focus on private universities and did not tell us the effect of the availability and use of ICT tools on staff service delivery. This means that there are some gaps in the cited research that the present research will attempt to fill.

In two chosen Kaduna state special libraries, Ikegwuro (2017) evaluated the uses of the Internet by scholars. The research followed the pattern of the survey. Questionnaire copies (n = 102) were issued, 88 of which were retrieved from the standardized questionnaire. To interpret data, the author used descriptive statistical methods including proportions and graphs. It was clarified that Internet services used mainly by academics are email services, so each researcher needs their ideas or opinions to be communicated and can submit a digital file to others. The study also showed that researchers use the internet for research and publishing information, e-journals, e-mail transmitting and so on. Difficulties on the Internet have been found including poor internet access, inability to link to the Internet and an insufficient number of wired networks. The cited study on the utilization of the Internet is related to the present study because the Internet is an ICT tool. By focusing on the utilization of the Internet, it presupposes that such Internet tools are available, although this was not captured by the researcher. The present study is, however, different because it was designed to focus on the availability of ICT resources generally. It is pertinent to begin an assessment of this kind from availability to determine the status before venturing into utilization. It is a resource that is available, functional and adequate that can be utilized.

In another study, Nnadozie, Aniebo and Chukwueke (2017) investigated e-resources and online information systems in libraries of two public universities in Abia State, Nigeria, which are available and accessible. A descriptive survey approach was

utilized to gather data, and a tailored questionnaire was employed to collect the relevant information. A total of 33 people were included in the study as part of the actual sample. Although e-resources were irregular in availability, online information services were found to be inaccessible and hardly used. Insufficient ICT infrastructure, sluggish bandwidth, insufficient financing, and expensive Internet subscription costs were found to be hindering the availability and accessibility of e-platforms in the libraries studied. While the cited attempted to address the issue of resource supply to e-libraries, it discovered also the shortage in the supply of ICT facilities in the two public universities, making it a related study to the present research. Nevertheless, the research was conducted in public universities and did not link the supply of e-resources to the service delivery of personnel, making the study different from the present one.

Researchers, Bruce and Baloyi (2018) used comparative analysis to see how ICTs have changed service delivery at two universities (one in Zimbabwe and the other in South Africa). A combination of internet content research and a comparison of the two institutions' websites was conducted. Results showed that the two institutions have integrated digital services and enrolment. Both universities were reported to have a presence on social media, but they are not exploiting it to its full potential to further their educational and informational goals. Increased divisions within the department will embrace this technology to ease working conditions for employees. Both universities lacked information for foreign students, including online applications, and therefore needed to expand on that front. The implication of the cited study to the current one is that the utilisation of ICTs by academic staff of two universities in Africa was correlated with their service delivery. This is very similar to one of the objectives of the ongoing research. However, the academic staff in Zimbabwe and South Africa may not share the same common attributes as those in private universities in South-South Nigeria to

generalise the findings to them; thus, the present study is still relevant and necessary to provide findings that can aid decision-making and application in the context of this study.

It was the core aim of the study of Atah (2019) to determine whether tertiary institutions in Cross Rivers State have enough computer resources to undertake business education programs. The stratified and accidental sampling techniques were adopted to select a total of 800 final year Business Education students from a population of 1600 in two public universities and one college of Education. It was revealed that the following ICT facilities were significantly available in the business educations: computer laboratory, scanning machine, photocopiers, projectors, school building, plants, building, filling equipment and manual typewriter; while those that were not available to a significant extent included duplicators, electric typewriter and tape recorders. It was also revealed that there was a high level of maintenance of school facilities in the business education departments of the selected departments. The cited research is related to the present study because it evaluated various ICT facilities and the extent of their availability in tertiary institutions, just as the present study promises; however, by not associating such availability with staff service delivery, the cited study is different from the present research that also proposes to focus on private universities from a broader perspective.

The availability and deployment statuses of ICT resources were evaluated by Osuchukwu, Obuezie and Ogwuche (2017) in the Okija campus in Madonna University, Nigeria. It used an auto-structured questionnaire and observation checklist for data collection for the descriptive survey design. The research population consists of three hundred students. Data have been analysed with basic frequencies, percentages and mean values. For accepting or rejecting data collected, a 2.5 benchmark has been used. Findings have shown that the ICT section has sufficient services and equipment that have

to some degree been used by students. As a result of this research, it was found that ICT facilities such as the encyclopaedia, Wikis, e-Books, Biographical Information and E-Newspaper were found to be useful. Abstracts and Indexes, Global and development policies were all available to a high extent. Although problems exist when such ICT services are not accessible, the students do not need them. Additional problems include insufficient personnel support, epileptic electricity supplies and irregular internet access. While the study of Osuchukwu et al. is related to the present research by analysing the availability of ICT facilities in a private university, the study was narrowed to only ICT facilities in Library and information science. Furthermore, the cited research did not examine the ties between the availability of ICT facilities and job performance. Hence more literature is required from a broad perspective to supplement existing studies.

The availability and extent of the use of ICT resources for efficient implementation of training in tertiary institutions in Cross River State were evaluated (Egomo, Enyi & Tah, 2012). The thesis was conducted by 300 lecturers using a plain random sample. The thesis was driven by four research questions. The only tool used to gather data was a questionnaire. The questions were analysed by a single percentage statistically. The findings show that ICT resources are dramatically poor in availability and use for successful implementation. Initiators and speakers also experience cyber cafes, wireless access and laptops. The competence of lecturers in the usage of ICT instruments is deterrent. University of Calabar lecturers, however, varied greatly in the use and expertise of ICT methods from their counterparts Nogak Poly and COE(A). Unical ICT instruments have been credited to the partnerships between researchers and ICT service providers such as Afri HUB, Zinox and Socket. Second, Unical is an institution with a strong financial background and an ICT-literate Vice-Chancellor. In CRSCOE (A), the limited existence of ICT software is a function of the College management's willingness to verify that even though lean services are usable, the College

will be accredited for graduate programs. The Nogak poly, Ikom, has no financial basis, is simply a private affair.

As a part of their research, Nigerian science professors at a college were asked to provide their thoughts on the availability of information technology (ICT) (2019). A descriptive survey approach was used in the investigation. A total of 101 school instructors were included in the population, and 64 respondents were selected using the stratified sampling method. The researchers created a Likert scale questionnaire, had it evaluated by specialists, and then estimated its internal consistency. Findings showed that Science disciplines were being taught with insufficient ICT resources. ICT skills are available to science instructors at the college of education, but they are not being used, particularly in the classroom. According to the research, there was no correlation between instructors' competency and their access to ICT resources. Students' inability to use computers and a lack of consistent power supply were both found to be problems for science instructors. It was advised, among other things, that the government begin a huge ICT training program for kids and provide them with additional ICT resources and supply schools with consistent energy. The cited research is closely related to the present study due to the links that it established between the availability, utilisation of ICT and staff competence in a higher education institution. However, the cited study's sample size is too small for generalisations made by the researchers to apply to universities, especially private universities. This creates a need for a broad study with a comparably larger sample size to be conducted, hence the present study.

2.5. Availability of Instructional resources and academic staff service delivery

Instructional materials are resources that teachers use to help in successful teaching and learning; they are used to imprint knowledge in the minds of students. In the teaching and learning environment at all stages of education systems, training

materials are invaluable. Instructional resources are very relevant in a class because ordinary words of verbalization have been known to be inadequate for effective teaching. These instructional materials are not stereotyped as just materials used in teaching but encompass all the plants available in a class. When these plants are available in a school, the class is therefore, equipped to enhance teaching. This includes chalkboard/whiteboard, chalk or marker, windows, desks, fans, electric boards, projectors, textbooks, chairs and so on. Educators and children both benefit from the quality of a school's infrastructure. Insufficient, inadequate, or poorly managed services hinder the learning process, resulting in lower student productivity and efficiency.

In Nigeria's educational system, there is considerable evidence that a lack of proper infrastructure amenities, particularly residences, has resulted in an unproductive learning environment (Olatunji, 2013). In accordance with Asiabaka (2008), the school's facilities include a wide range of buildings, both academic and non-academic, as well as sports and gaming facilities, as well as landscapes, farms and gardens dotted with trees. Aside from the usual furnishings and toilet facilities, these places may also feature electricity and soundproofing, warehouse and garage infrastructure; surveillance; mobility; information and communications technology; hygiene products; cafeterias; and amenities for physically challenged persons. Similarly, Lawanson and Gede (2011) proposed the sorts of school facilities that may be used for educational, recreational, residential, and other functions.

Some studies have empirically identified one type of relationship between schools and teacher work. Wordu and Emamorose (2017), for example, undertook a study to evaluate the use of multimedia devices in schools, to effectively allow teachers to learn and teach basic technology. The sample population included all 661 teachers and 5478 students from all 24 junior secondary schools (JSS) in UBE. The sample chosen

from the systematic sampling methodology consisted of 260 respondents (180 students and 80 teachers). For this analysis, one investigative question and one hypothesis were presented. The formal questionnaire that was utilised in the data collection was tested for consistency with a 0.91 reliability coefficient before being used. The null hypothesis was addressed using an inferential statistical method at a level of 0.05 was used. This has shown that computers are not used for teaching and learning, such as the archives of the fundamental technology materials, Microsoft Word is not used to type Question and other documents, Microsoft Excel is not used to teach fundamental technology, PowerPoint does not use my lesson in basic technology, the internet is not used to obtain teaching materials. It was proposed, among other things, that UBE school administrators should allow teachers who do not comply with ICTs to continue their education to satisfy new demands from ICT teachers.

The research of Mbugua (2011) was intended to assess the appropriateness of secondary schools' teaching and teaching services as a factor in mathematical achievement. Ex post-facto study design was used to gather the necessary data, along with observational planning, mathematical teachers and student surveys. A total of 661 students engaged in the research and 71 teachers of mathematics. The results show that secondary schools have been poorly provided with instructional materials and learning resources for math; teachers and students still do not use the available services adequately. The availability of school services and the productivity of teachers were both significantly influenced.

The adequacy of the tools required for an efficient application of the Business Curriculum for Upper Education in Ebonyi state was investigated by Okoli and Okorie (2015). Two questions, as well as two hypotheses, served as the basis for the investigation. The study included the whole population of business instructors (n = 241)

as participants. Four-point structured questionnaires were administered to participants, and the questionnaire's reliability value was 0.81. Findings showed that facilities for business education are insufficiently satisfactory, business studies and textbooks are insufficiently sufficient. The sufficiency of business studies services in public and private, as well as in urban and rural schools did not vary greatly. The study suggested that governments and other interested parties combine their energies to guarantee the adequacy of business research facilities and textbooks since education is the responsibility of all.

The administration of educational infrastructure in South-East Nigerian public and private institutions was also examined by Onwe (2015). The study was carried out using a descriptive type of survey architecture. The study covered 543 students from four public and two private institutions of higher learning, as well as 433 undergraduates and 110 administrative personnel. Public and private college personnel' perspectives on whether their institutions' physical facilities design, procurement, and administration correspond to the NCCE standard are not significantly different from one other. The analysis showed that management complies to a large degree with the NCCE manual on physical installation preparation, repair, security, and supervision. Data were produced to test how management personnel in their schools ensure the protection of physical installations and equipment. Findings indicate that security officers are usually assigned to facilities. Discussers also indicated that technologists are normally in the custody of physical facilities and machinery divisions.

An investigation of the perspective of pupils in Arusha district, Tanzania, on whether their schools have textbooks and other instructional resources was conducted by Too, Lyimo, and Kirui (2017). Random and purposeful picks were used to choose 318 kids among the approximately 1049 children in Arusha District. There are not enough

textbooks and other library materials including reference volumes, maps and globes, charts, seats, and tables according to the findings of the research. In the meanwhile, what is available is being mismanaged. Library resource management and teachers' job performance were shown to be linked in the research.

Mucal (2013) had carried out an analysis in Mbeere South, County of Embu, Kenya, on the availability and use of textbooks and educational tools to influence student achievement in secondary schools. The data were collected using questions, the Learning Observation Schedule and the Checklist. Two schools that were not included in the research piloted instruments. The validity of the devices was assessed by the use of my departmental superiors and lecturers' experience, while the test-retest process determined reliability. The analysis showed that there was not an immediate lack of textbooks, but a significant number of students could be spread across all school categories. This means that subvention secondary schools have helped to make textbooks available. Besides, in nearly all secondary schools, the study showed that the library facilities were relatively insufficient with only one boy (33.3%) and one girl school (25%) providing one library with each. This discovery is linked to this analysis because textbooks are included in the library services.

For a proper understanding of this issue, Ogaga, Igori and Egbodo (2016) examined the impact of educational content on teaching and learning in social sciences in high schools in Benue state's Oju local government region. A selection of 100 subjects from five schools were taken and questionnaires were administered. For the study issue and the Chi-square hypothesis, the data obtained were analysed using a basic percentage (per cent). The study showed that the teacher had an important link with social studies instruction and reception in the region in choosing the appropriate educational resources,

their availability and the abilities to develop them both. Among other things, the report suggests that government and school leaders establish education in secondary schools.

Specifically, Abdu-Raheem (2016) studied the academic success of some secondary school students in Ekiti State vis-à-vis the role of instructional materials. A total of 180 students from Junior Secondary School Class II were sampled for the study. The study's instrument is a 30 multiple-choice Social Studies Achievement Test that was created by the participants (SSAT). The collected data was analysed using the mathematical methods ANOVA and ANCOVA. The study confirmed the effect of instructional materials' utilisation on the academic success among the social studies test takers. This is because students that were in the treatment group had a higher post-test mean than those in the control group. Gender was found to be statistically negligible in students' achievement in Social Studies. Therefore, the research proposed that instructors of social studies make use of essential resources in their classrooms and innovate when such resources are lacking.

Apondi (2015) studied the achievement of elementary students in Mathematics due to teachers' use of instructional materials. A total of 20,564 students and 696 instructors from grades four through eight took part in the research, with 392 students and eight mathematics educators recruited as the sample. Because of the research, instructors were educated on the necessity to understand where, when, and how to employ manipulatives during teaching, as well as the effect of learning by exploration with physical artifacts. There was a statistically significant difference in the findings of students in the control and experimental groups at schools, according to the researchers. Students who learn mathematics via the use of instructional materials outperform those who learn it only through exposure to mathematical symbols in the classroom. The experimental group of schools received measures (treatment) that resulted in a change in

results. Further research revealed that when children in the test group used place value bricks, they did better than participants in the treatment group who used learning media.

Ekpa (2019) researched the administration of the universal basic education program and the effectiveness of teachers. More than two-thirds of the participating instructors were from the secondary school level, and a random sample of 89 junior high school teachers was drawn from within the local area. There is a substantial correlation between the retraining of UBE instructors, the motivation of UBE teachers, and the results of the research. provision of infrastructural facilities and provision of instructional materials and UBE teachers' role performance effectiveness respectively. It was recommended, among other things, that the government should endeavour to provide all UBE teachers with frequent retraining opportunities such as workshops, seminars, and conferences to refresh their skills and make them adjust to societal dynamics. Although this study was carried out focusing on the UBE programme, it is related to the present study because the four areas assessed are related to some aspects of the present study. Furthermore, the researcher linked these areas such as staff motivation (empowerment), provision of instructional materials, infrastructural facilities, retraining (career advancement opportunities) to the role performance of teachers. However, the study is different from the present research with a focus on private universities in South-South, Nigeria.

To find out how many primary texts are available and how they are being used, Ele conducted research in 2019. A total of 19,940 instructors and students from 45 public elementary schools were included in this research. The selection of 30% and 5% of available pupils and teachers respectively in each school, through a proportionately stratified sampling technique, led to the inclusion of 270 respondents. Descriptive figures were used to analyse the data, and the null hypothesis were all evaluated at the .05 level

of significance. The study found that textbooks in critical subjects are widely available, but that their use is not significantly low. Students and teachers in the study Area do not make significant use of textbooks in critical subjects. Other recommendations included the distribution of textbooks to all schools and subjects in the location studied. The school library should regularly purge out-of-date materials as well. Since the study showed precisely how widely accessible textbooks are and how often instructors and students in elementary schools are using them, it is related to the current study. This is important to the present study seeking to investigate the extent to which instructional resources are available in private universities. Textbooks are very crucial instructional materials; however, the present study extends the cited research by covering a broader scope.

In 2019, Mbon, Omorobi, Owan and Ekpenyong published a report on the efficiency of education infrastructure in relation to the efficient provision of instructional services in universities in Nigeria. The evaluation was carried using a simple random sampling methodology and 519 students were chosen. The data were analysed using, arithmetic mean, standard deviation, Pearson's product and multiple linear regressions. Among other aspects, it was shown that the efficiency of educational facilities, such as the quality of classrooms or the teaching staff, has an essential link to the efficient delivery of academic teaching services. Consequently, governments and business associations were advised that appropriate educational services be provided and viral production programs should be promoted by teachers. The cited research of Mbon et al is related to the present study, first because it is a higher education study that was aimed at assessing academic service delivery. Secondly, the study also made efforts to link the quality of educational resources (termed in the present study as instructional resources) to academic staff service delivery. However, the point of difference is the scope of the

two studies. While the study of Mbon et al focused on a public university, the present study was designed to focus on selected private universities.

2.6. Availability of recreational resources and academic staff service delivery

To provide a thorough understanding of the issues and methodologies used in earlier studies, some empirical investigations and their results were presented. For instance, Nweneka (2016) evaluated the provisions and operation of the Zaria Education Zone Kaduna state secondary school facility. The report followed the description of the sample. In the Zaria Education Zone, there were 1,436 teachers, 46 principal officers, and 35 personnel. The self-designed 80-item questionnaire was administered on a sample of 380 respondents (25% of the population). The instrument was validated through a pilot study that involved the administration of Thirty-Eight (38) copies of the questionnaire on the respondents which were all teachers from four secondary schools and the reliability coefficient computed at 0.729. Findings have shown that secondary education facilities in Zaria Zona have generally been in a state of waste; the school facilities have been provided and maintained; the sports facilities and the education resources have been insufficient; education facilities such as sports facilities, library installations and leisure facilities have had a significant influence. The recommendation for the successful teaching and learning processes includes education, learning, gaming and leisure and well-being services.

Bekom-Abang (2018) conducted school plant management and teacher effectiveness studies in high schools in Cross River state's Boki Local Government Area. The recruitment of 87 officials from high school, including 29 principals and 58 deputy principals, was based on census methodology. Two questionnaires prepared and administered by the researcher were used to gather data. Teaching efficiency is strongly correlated with how well instructors manage their classrooms and other school resources

such as libraries and laboratories. Additionally, it was advised that secondary school administrators secure the protection and care of their school plants against theft and damage, based on findings. Facilities in the library such as books, journals, periodicals and so on, should be managed against damage from insects, rain, and theft. The cited study relates to the present research because sports facilities are recreational facilities and classroom facilities are instructional resources that can aid the extent to which teachers deliver lesson contents. The study is, however, different from the present work because it focused on public secondary schools, while the present study is proposed to assess staff in private universities.

In a similar vein, Ugwuany (2013) performed study in Enugu State to investigate the supply, sufficiency, and usage of physical education teaching resources in public schools. A total of 35 public schools and 103 physical education teachers were randomly chosen for the study as determined by the researchers. According to the report, only soccer fields are accessible in all the schools for teaching physical education. Athletic grounds and courts are available at more than half of the schools in the area. Only whistles were discovered to be available for use in physical education among the items that were reviewed in all the schools. Soccer balls, handballs, volleyballs, and basketballs, to name a few of the other items that are often discovered. Relay batons, javelins, and shot put are also widely seen in most schools' athletic departments. According to the research, schools had only a football pitch that is suitable for physical education purposes and nothing more. School gyms are well-stocked with the following items for physical education: soccer balls, volleyballs, relay batons, javelins, shot put, measuring tape, and a first aid kit. A lack of proper time allocation was shown to be the sole factor impacting schools' use of physical education instructional materials. Physical education classes were negatively impacted by the inept management of the school's

limited sports facilities. According to the findings, seminars for secondary school administrators and physical education instructors should be arranged to discuss the need of constructing physical education facilities in schools and procuring equipment and supplies. The physical education teaching program should also be given enough time in the school schedule.

Osuji (2016) studied the effect of schooling on academic success at high schools in Zaria and Giwa in the Kaduna State, Nigeria in another report. The data collected were analysed with a t-test at the important stage of 05. The findings suggest that there was no discrimination in respondents' views on the extent health-care facilities affect students achievement at secondary schools. The research also shows that athletic equipment management and academic success have an important impact. According to the results, schools remain an important element in the achievement of secondary education targets. He suggested that government administrators and school managers strive for the provision of education and learning facilities in Giwa and Zario Education Zones in Kaduna, Nigeria, as well as in desks, benches, labs, computers/ICT facilities for sports and public-school classes.

The Joseph-Shehu and Ncama report (2020), which used a descriptive qualitative approach, analysed the wellbeing of the university workers dependent on some factors. Via in-depth interviews, information obtained from university personnel were analysed using contents review and Nvivo version 11. Results show that the organisation has accessible health-promoting resources: a health clinic, a food facility and a fitness centre. The health promotion program and protocol were not, however, available: sickbay, healthcare providers, ambulance, restaurants, medical laboratory, gym with a coach, the sports arena, the recreational centre, and the defibrillator. A dearth of primary health policy and procedure, a lack of work pressure, anticipated and regular healthy lifestyle

development, as well as economic effects were shown to be variables that affect wellness lifestyle behaviours. Instead, they saw the rest of our participants as a guide to use if they were diseased instead of self-conservation programs like the health care screening. The study found that institutional wellness policies and protocols are important for enhancing employee health. Good people have become a healthy institution, and the employees must be healthy for institutional purposes. The research cited has implications to the current study of some health facility may serve recreational purposes. For example, the availability of gym facilities in university may enable staff and students to build up their bodies, stirring up their fitness levels. However, the design of the cited research did not allow the researchers to link the availability of health facility to the service delivery of staff, making it a very shallow study.

Oseghale and Ikpo (2018) evaluated the extent of sports facilities' compliance with applicable quality (National and International). Copies of a questionnaire (n = 454) were administered with 342 copies recovered. Findings show the football grounds; sprinklers are highly graded in hockey or cricket pitches; hard courts are highly rated as "free from holes" and 'free from cracks; in pool chemical balance and cleanness of water, the swimming pool was similarly poorly classified. To restore the facilities to normal service, the administration of sporting facilities advised prompt response, stopped accelerating decay, correcting cited safety risks, and violations of the life safety code. The cited study is related to the present research since all the sports facilities assessed for availability and compliance to regulatory standards are recreational facilities. However, the research did not examine the effect on other variables after determining that there was a low availability and compliance. Addressing this gap, the current study goes beyond the estimation of the availability of recreational facilities, to linking it with staff service delivery.

The study of Prins et al. (2010) employed a longitudinal approach to assessing the interest of young people in sport and to investigate whether sporting resources are available to reduce the relationship between intent and behaviour. About 247 teenagers performed the baseline and follow-up surveys. The test correlations between sports facilities' affordability, the hypothesis of intended variables and a relationship between purpose and the accessibility of sports facilities and sporting activity in the follow-up were tested by multiple logistic regression tests. To decompose the interaction effect, simple slopes were analysed. A significant interaction impact of availability 3 purpose was discovered. Simple slopes analyses have shown that the purpose is stronger where sports facilities are more easily accessible. There was no association of athletic activity with the provision of sports resources. The provision of sports resources however, greatly reduced the involvement of intention-sport involvement partnership, strengthening the intention-competence relationship as more facilities become available. Although the cited did not link availability to staff service delivery, it showed the extent to which the availability of sports facilities boosted the intention to participate in sporting activities by students, making it a relevant work to the present research.

An investigator (Zvapano, 2017) studied the status of sports facilities at universities in Zimbabwe using qualitative and quantitative paradigms. A hundred Captains from the Sports Team, selected for deliberate screening, were members of the population and were interviewers. Fifteen squad coaches were interested and participated in focus group interviews, selected for easy sampling. The researchers have observed sports facilities to determine the availability and condition of different facilities and commented on facilities at university games by participants. This report found that Zimbabwe universities faced problems in terms of insufficient cricket, rubber, swimming, hockey, tennis and fitness facilities for sport. The challenge was because

sports facilities had not received support due to the cash flow issues, in general, affecting the region. The study also showed that, in some situations, priority was given to the government to provide academic learning rather than sports infrastructure in the first place. The study found that the difficulty of providing a sports facility in Zimbabwean universities could be mitigated by the participation of multiple stakeholders, including university administration, the business community, national sports organisations, students and government, across different related departments. The university administration supported by the alumni had to conduct ambitious fund-raising events. The corporate and municipal governments needed to form partnerships to provide land and services for the building of sports facilities. National Sports Associations will have the details they need.

2.7. Summary of literature review

The literature review revealed that several studies abound in areas related to the sub-variables of the study. The review was very useful to the researcher because it provided a clear picture of what has been done in the past and where future studies can focus. The review also enabled the researcher to understand the methodology used and areas where previous studies were conducted and the instruments used in achieving stated objectives, as well as the findings reached. Methodologically, the researcher discovered that majority of the cited studies had used the quantitative research method. It was also discovered that most studies cited were conducted in Nigeria and other foreign nations. Different sample sizes, instruments and research designs were adopted by previous studies. However, despite the perceived abundance of research in almost every aspect, the present study filled several gaps in the literature as discussed hereunder.

First, the researcher observed that most of the Nigerian studies were conducted in the South-Western region of Nigeria. Considering the cultural differences among the

populace in the South-West and South-South region of Nigeria, the results from studies conducted in the former may not apply to the latter. Secondly, most of the studies were conducted with a focus on public universities with only eight studies observed to have been conducted in private universities. The researcher also observed that majority of the studies were assessment-based studies that had only one variable under focus. Consequently, no association was established between the selected independent and dependent variable of this study. Thirdly, it was observed that related studies within states in the South-South region of Nigeria were conducted at the state, education zone or local government levels, utilising small sample sizes and focusing mostly on public institutions or organisations. All of these have created gaps in the literature that the present study anticipates filling.

The present study draws from existing studies and is anticipated to enrich the literature by being the first to assess three variables each of incentives, resource availability and relating them to the service delivery of academic staff in private universities. The study obtained large scale data from the South-South region of Nigeria to supplement and strengthen the findings of small-scale researches previously in existence. Private institutions were chosen due to the limited research focus on private institutions in the literature and for comparative purposes. That is, the findings from this research (on private institutions) and those of cited studies (on public institutions) may enable future researchers, working on similar topics, to understand the differences in status between private and public institutions. Lastly, most of the cited studies treated the service delivery of staff wholistically; while the present examined the service delivery of academic staff wholistically and specifically in terms of the three dimensions (research productivity, instructional delivery and community service).

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter is specifically devoted to the description of the research design and the methods that were adopted in collecting data for the study. This was presented under the following sub-headings:

- 3.2 Area of the study
- 3.3 Population of the study
- 3.4 Sampling technique
- 3.5 Sample
- 3.6 Instrumentation
 - 3.6.1 Validity of the instrument
 - 3.6.2 Reliability of the instrument
- 3.7 Procedure for data collection
- 3.8 Procedure for data preparation/scoring
- 3.9 Procedure for data analysis
- 3.10. Operational definition of variables

3.1 Research design

The research design adopted for this study is the cross-sectional survey research design. The cross-sectional survey, also known as the transverse design, is used where the researcher wants to measure several variables at the same time (Howitt & Cramer, 2011). The authors added that all of these factors may explain why something happens. It is more likely that something we are involved in explaining would have multiple causes rather than a single one. By evaluating a variety of different variables at the same time, we determine which of the variables is most closely related to the phenomenon we are

attempting to understand. This design was considered as the most appropriate to the present research because the researcher focused on a selected number of respondents, who are lecturers and data was collected at one point in time. These participants were expected to provide information about three variables of incentives, resource availability and academic staff service delivery. Due to the proposed exploration of different variables at the same time, the cross-sectional survey research design was considered the most relevant by the researcher.

3.2 Area of the study

The area of this study was in the South-South Geopolitical Zone of Nigeria. On May 27, 1967, the regime of General Yakubu Gowon established the South-South Region, which included both the Western and Eastern regions of Nigeria. The Western area includes Edo and Delta (formerly Bendel), while the Eastern region includes Bayelsa, Rivers, Akwa Ibom, and Cross River. The South-South region of Nigeria is rich in oil and serves as the mainstream of the Nigerian economy. The region is bounded by the Greenwich Meridian at latitude 6.2059° N and longitude 6.6959° E. To the east lies Cameroon, to the north-east is Benue State, to the north is Kogi State, to the west is Ondo State, and to the south is the Atlantic Ocean. The South-South Geo-Political zone of Nigeria has an area of $84,587\text{km}^2$, with a population of 20,320,869 residents (at the 2006 census) and a 2016 projected population of 29,026,109 (Demographics Statistics Bulletin, 2018).

Major languages in the South-South region includes Abua, Andoni, Annang, Bini, Degema, Efik, Efik-Ibibio, Efut, Egbema, Ejagham, Ekajuk, Ekpeye, Engenni, Enuani, Epie, Esan, Etche, Etsako, Humono, Ibibio, Igbo, Ijaw, Ika, Ikwerre, Isoko, Itsekiri, Izon, Kalabari, Mbembe, Nde-nsele-nta, Ndoki, Ndokwa, Nkoro, Obolo, Oduai.

Ogba, Ogbia, Ogoni, Okrika, Oro, Osopong, Pidgin English, Ukwuani, Urhobo, Yakurr and Yala languages. The area has several ethnic groups, including the Efik, the Ejagham, Yakurr, Bahumono, Bette, Yala, Igede, Ukelle and the Bekwarra, Anang, Oron, Obolo, Urhobo, Isoko, Ijaw, Ika, Ukwani, Igbo, Itsekiri, Olukumi, Binis, Etsako, Esans, Owans, Akoko Edos, Ogoni, Ikwere, Ibani, Obolo, Ogba, Ekpeye, Nkoro, Defaka and Idoma.

The South-South is also rich in cultural heritage with major festivals across the six comprising states including Abadiyai, Adane-Okpe, Adu Ikukun, Ague, Aja, Aji, Anaka Mbe, Anong Bahumono, Atakpo, Atumibi, Awankere Juju, Boat Regatta, Calabar Annual Ekpe Dance Festival, Calabar Annual International Jazz, Calabar Carnival, Ediba Bahumono, Efu, Ekong, Ekpe Outings, Ekpiri Akata, Emobo, Eset (Ise) Feast, Eyal, Famgbe Beach, Fattening, Feast of Anyan, Feast of Etefia Deity, Garden City Literary Festival, Ighele, Iguaho, Igue, Ihiekhuthis, Ikon and Ebre, Ine or Ekensu, Isemi, Iso Awa-Itam Feast, Itsekiri Boat Regatta, Ivbamen Or Ororuen, Iwaji, Leboku New Yam, Mbremong, Mfuho, Music, New Yam, Nkim-Eyong, Nkuku Atan, Nwaotam, Obodom Eyong (Drum in the Sky), Ogoriba Uge, Ohonomoimen, Oki, Oko, Okoti Agori Masquerade Display Diebu, Oli Oma, Oriminyan, Otaba, Oto Uromi, Owu-Aru-Sun, Port-Harcourt Carnival, The Ancient War Canoe Regatta Nembe, Traditional wrestling, Ugie-Erhoba, Ugioguni, Ukpe, Ukwata, and Usoro Festivals.

There are several tourist attractions centres in the South-South Region of Nigeria accounting for 28 per cent of the most notable tourist centres in Nigeria. Nationally known major tourist attraction centres in the South-South Region of Nigeria include Agbokim Waterfalls, Andoni Elephant Sanctuary, Cross River National Park, Emotan Statue, Ibeno Beach, Isaac Boro Park, Oban Hills, Obudu Cattle Ranch, Obudu Plateau, Okomu Forest Reserve, Okomu National Park, Oron Museum, Port Harcourt Tourist Beach and Tinapa Resort. Apart from these, other attraction sites abound in the area of

study. The main occupation of the people in the South-South region includes farming, trading, fishing, trading, artisanship and white-collar jobs.

The vegetation of the South-South region of Nigeria consists mostly of forest swamps. The forest is divided into two types: by the sea, there is a belt of saline and brackish forest, and farther out, there is a belt of freshwater forest. Inside the mangrove wetlands, sand beach ridges distinguish it from the sea. There are several sandy islands with freshwater plants. The climate of the region is mostly tropical; however, there are some equatorial climate regions. The major crops grown by the inhabitants of the South-South region of Nigeria are not limited to banana, cassava, cocoa, cocoyam, maize, melon, oil palm, plantain, rice, and yam. The people are also engaged in livestock and poultry productions as well as in the trading of farm produce.

Educationally, the South-South Geo-political zone is the home to 17 prestigious public universities, including six Federal Universities and 11 State Universities. The Federal universities in the area include the "Federal University of Petroleum Resources, Effurun, Delta State", "Federal University, Otuoke, Bayelsa", "University of Benin", "University of Calabar, Calabar", "University of Port-Harcourt" and the "University of Uyo, Uyo." State-owned universities in the South-South geopolitical zone include the "Akwa Ibom State University", "Ambrose Alli University, Ekpoma", "Bayelsa Medical University", "Cross River University of Technology", "Delta State University Abraka", "Edo University Iyamo", "Ignatius Ajuru University of Education", "Niger Delta University Yenagoa", "Nigerian Maritime University Okerenkoko", "Rivers State University" and the "University of Africa Toru Orua, Bayelsa State". There are also many private universities, public and private polytechnics, public and private colleges of education; as well as public and private secondary and primary schools in the area of study.

3.3 Population of the study

The population of this research included all academic personnel at all private institutions in South-South Nigeria. According to the official records of the National Universities Commission (NUC, 2021), there are 15 private universities, with a combined population of 2,484 academic staff, distributed across five states in the South-South region of Nigeria. Bayelsa state was not represented because at the time of writing, there was no private university sited in the state. The population distribution of academic staff across the 15 private universities in South-South Nigeria is presented in Table 1

TABLE 1

Population distribution of the study showing private universities and the number of academic staff available

S/N	Institution	Location	No. of Faculties	No. of Dept.	No. of Acad. Staff
1	Ritman University, Ikot Ekpene	Akwa Ibom	3	20	171
2	Obong University, Obong Ntak	Akwa Ibom	4	15	87
3	Arthur Jarvis University, Akpabuyo	Cross River	5	24	108
4	Admiralty University, Ibusa	Delta	4	16	92
5	Edwin Clark University, Kaigbodo	Delta	3	10	66
6	Micheal & Cecilia Ibru University	Delta	4	13	79
7	Novena University, Ogume	Delta	4	12	168
8	Western Delta University, Oghara	Delta	3	17	126
9	Benson Idahosa University	Edo	7	22	304
10	Igbinedion University Okada	Edo	7	37	719
11	Mudiame University, Irrua	Edo	9	16	88
12	Samuel Adegboyega University	Edo	3	10	69
13	Wellspring Univ., Evbuobanosa	Edo	4	16	107
14	PAMO Univ. of Medical Sciences	Rivers	3	32	121
15	Rhema University, Obeama-Asa	Rivers	4	27	179
	Total				2,484

Source: Academic planning unit/websites of the various universities (2021)

3.4 Sampling technique

The researcher adopted the cluster random sampling technique to group the private universities in South-South Nigeria based on the states where they are located. Thus, five clusters were obtained according to the five states represented. Cluster one (Akwa Ibom) consists of two schools; cluster two (Cross River) contained one school; cluster three (Delta) contained five schools; cluster four (Edo) contained five schools; cluster five (Rivers) contained two schools. In each cluster, the simple random sampling technique was adopted to select 60 per cent of the available universities. In achieving this, Arthur Jarvis University, being the only private university in Cross River State was selected automatically. In the cluster of Akwa Ibom and Rivers states (with two private universities) respectively, the names of the two universities were written on separate pieces of papers and folded up. One folded paper was randomly picked and the name of the university on it was written, indicating selection. The Obong and Rhema University in Akwa Ibom and Rivers States were eventually selected. In the cluster of Delta and Edo states (with five private universities each), sampling of schools was done with replacement and three schools in each cluster were randomly selected. A total of nine private universities were randomly selected and all the academic staff in the selected institutions were studied without further sampling. This is because the aggregate population in the institutions that were selected were considered manageable by the researcher.

3.5 Sample

The sample of this study comprised 1,648 academic staff that was drawn from nine randomly selected private universities in the South-South region of Nigeria. The sample distribution of this study is as presented in Table 2.

TABLE 2

Sample distribution of the study across nine private universities in the South-South region of Nigeria

S/N	Institution	State/Location	No. of Faculties	No. of Dept.	No. of Acad. Staff
1	Arthur Jarvis Univ., Akpabuyo	Cross River	5	24	108
2	Edwin Clark Univ., Kaigbodo	Delta	3	10	66
3	Igbinedion University Okada	Edo	7	37	719
4	Mudiame University, Irrua	Edo	9	16	88
5	Novena University, Ogume	Delta	4	12	168
6	Obong University, Obong Ntak	Akwa Ibom	4	15	87
7	Rhema University, Obeama-Asa	Rivers	4	27	179
8	Wellspring Univ., Evbuobanosa	Edo	4	16	107
9	Western Delta Univ., Oghara	Delta	3	17	126
	Total				1,648

Source: Researcher's computation

3.6 Instrumentation

Three instruments designed by the researcher served the purpose of data collection. These are the Incentives and Resource Availability Questionnaire (IRAQ), Staff Research Productivity and Community Service Questionnaire (SRPCSQ) and the Staff Instructional Delivery Questionnaire (SIDQ). The first instrument (IRAQ) was structured into three sections – A, B and C. Section A was designed to obtain respondents' personal information such as age, gender, marital status, educational qualification, rank and information on one of the recent courses taught. The reason for including the recent course taught is to enable the researcher to obtain instructional delivery information specific to each academic staff from the students who took the course. Section B of the IRAQ was designed with three clusters measuring the three sub-variables of incentives (career advancement opportunities, job security and staff empowerment). Eight items were developed to measure each of the sub-variables, resulting in a total of 24 items for section B of the IRAQ. All the items were organised on a four-point Likert scale, with response options ranging from Strongly Agree to Strongly Disagree. Section C of the IRAQ was the Resource Availability Rating Scale (RARS), designed by the researcher to obtain information on the extent of the availability/functionality of three categories of resources. Section C was also designed with three clusters according to the three sub-variables of resource availability (Availability of ICT, Instructional and Recreational resources). Each cluster was composed of 17 items representing specific resources that respondents are to rate their availability and functionality. The items in section C were placed on four points scale each for availability and functionality, with response options ranging from zero (Not available/functional) to three (very available/functional).

The second instrument (SRPCSQ) was constructed by the researcher and structured into two sections to measure two aspects of the dependent variable (Staff

service delivery in terms of research productivity and community service). Section A was designed to obtain data about the research productivity of academic staff in private universities, with a list of 13 items. Staff were required to provide data by filling the fields associated with each item. The second part of the SRPCSQ was designed with 13 items measuring the community service practices of academic staff. The items were all organised on a five-point scale, with response options ranging from zero (No participation) to four (Very high extent of participation). The third instrument (SIDQ) was designed by the researcher with nine items measuring the remaining aspect of the dependent variable (Academic staff service delivery in terms of 'instructional delivery'). The nine items were all organised on a four-point Likert Scale, with response options ranging from Strongly Agree to Strongly Disagree. As a means of providing the respondents with a direction, provisions were made for the researcher to indicate write down a course code and course title for students to rate the staff who taught the course. Generally, the IRAQ and SRPCSQ were filled by academic staff, while the third instrument (SIDQ) was completed by students, all of the selected private universities.

3.6.1 Validity of the instrument

Initially, the items were presented to three psychometric specialists from the Department of Educational Foundations and three experts from the Department of Educational Planning, all at University of Calabar for evaluation. The aim was to determine the face and content validity of the instruments. After scrutinising the items, the experts all made unique suggestions that led to the final version of the instrument such as:

1. Reducing the number of items per cluster in section B of the IRAQ from 20 to 17;

for the trial test for two specific reasons. First, the institution is a part of the population but was not selected for the study by chance. Secondly, the institution is the closest, by proximity, to the researcher's institution of all the non-selected universities in South-South Nigeria. Therefore, the respondents used for the reliability test of the study are a part of the population, believed to share the same characteristics as the main subjects of the research. Copies of the instruments were given to participants just once, with their

responses subjected to an internal consistency analysis, using the Cronbach Alpha reliability technique. The reliability analysis yielded coefficients ranging from .83 to .95, as presented in Table 3. The Alpha coefficients obtained were considered good enough to render the instrument reliable in measuring the variables of the study.

3.7 Procedure for data collection

First, the researcher got authorization from the Department of Educational Management at the University of Calabar in Calabar to conduct the study. After obtaining this approval, the researcher made photocopies and added them to a letter of intent that was produced and sent to the heads of departments (HODs) at the chosen universities, telling them of the study and the anticipated date of the exercise. The HODs summoned all the academic staff in their department for a brief meeting on a scheduled date, where copies of the instruments were administered. Each academic staff provided the course code and course title of one course they recently taught. Thereafter, the researcher, with the support of nine staff and ten research assistants, located students at all levels to provide information concerning the instructional delivery of specific teachers. For each academic staff, three students were used for assessment and the participation of both staff and students was voluntary. A total number of 97 academic staff across the selected institutions could not be reached due to their absence for one reason or the other. Thus, data were collected from a total number of 1,551 academic staff resulting in an attrition rate of 5.9% and a response rate of 94.1%. Upon completion of the exercise, the data that were collected were processed and analysed statistically.

TABLE 3

Cronbach reliability estimates of the instruments used for data collection

Instrument	Variables	N	K	\bar{X}	SD	α
IRAQ	Career adv. Opportunities	30	8	18.60	6.67	.88
	Job security	30	8	20.97	7.70	.90
	Staff empowerment	30	8	19.20	5.72	.83
	Avail. of ICT resources	30	17	28.50	12.80	.91
	Avail. of Inst. Resources	30	17	25.07	12.68	.94
	Avail. of recreational resources	30	17	18.87	13.78	.95
SRPCSQ	Research productivity	30	13	69.70	28.09	.90
	Community service	30	12	22.60	12.37	.94
SIDQ	Instructional delivery	50	9	25.60	6.73	.89

Source: Field Survey (2021).

3.8 Procedure for data preparation/scoring

The primary data that were collected, were collated and scored accordingly, taking into consideration each variable and the response options. More specifically, the demographic information of the respondents was nominally assigned scores based on the categories available. The items in all the Likert-type rating scales were scored in a polytomous manner. For items on section B of the IRAQ and the SIDQ, positively worded items were scored 4 points (Strongly Agree), 3 points (Agree), 2 points (Disagree) and 1 point (Strongly Disagree); while reverse scoring was applied to items worded negatively. For items on section C of the IRAQ, resources rated as not available were scored zero (0) points, somewhat available were scored 1 point, quite available were scored 2 points and very available were scored 3 points. The same scoring was applied to the functionality of all the resources in the same section.

For staff research productivity, measured using section A of the SRPCSQ, the raw scores provided by the respondents were added absolutely across all the items in the section. For community service, the scoring for the responses to section B of the SRPCSQ was zero (0) score for 'no participation', 1 point for 'low extent of participation', 2 points for 'average extent of participation' and 3 points for 'high extent of participation.' Apart from the demographic information of the respondents, all other variables of this study were scored continuously. After then, a spreadsheet tool was used to create a person-by-item matrix, where all the scored data were coded in preparation for analysis. The coding schedule that guided the researcher in the coding process is presented in Table 4.

TABLE 4

Coding schedule for the research instrument

Variables	Response/Code	Column
Gender	Male = 1 Female = 2	1
Age	20 – 29 years = 1 30 – 39 years = 2 40 – 49 years = 3 50 years upward = 4	2
Marital status	Single = 1 Married = 2	3
Educational qualification	Master's Degree = 1 Doctorate Degree = 2	4
Rank	Assistant Lecturer = 1 Lecturer II = 2 Lecturer I = 3 Senior Lecturer = 4 Assoc. Professor = 5 Professor = 6	5
Career advancement opportunities	Sum of items 1-8 of section B of the IRAQ	6
Job security	Sum of items 9-16 of section B of the IRAQ	7
Staff empowerment	Sum of items items 17-24 of section B of the IRAQ	8
Availability of ICT resources	Sum of items 1-17 of cluster 1 in section B of the IRAQ	9
Availability of Instructional resources	Sum of items 1-17 of cluster 2 in section B of the IRAQ	10
Availability of recreational resources	Sum of items 1-17 of cluster 3 in section B of the IRAQ	11
Research productivity	Sum of items 1-13 of section A of the SRPCSQ	12
Community service	Sum of items 1-12 of section B of the SRPCSQ	13
Instructional delivery	Sum of items 1-9 of the SIDQ	14

Source: Researcher's specification

3.9 Procedure for data analysis

The data that were collected for this study were analysed in line with the research questions and null hypotheses guiding this study. The statistical analysis was aided through the use of a combination of spreadsheet, statistical and modelling programmes such as Excel, SPSS, JASP and AMOS Graphics. Each of the research questions and hypotheses were restated, the variable(s) involved were identified and the statistical method(s) that are appropriate for data analysis and hypotheses testing was (were) used. This is illustrated as follows:

RESEARCH QUESTIONS

Research question 1

To what extent does career advancement contribute to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

Independent variable: Career advancement opportunities

Dependent variable: Staff service delivery in terms of research productivity, instructional delivery and community service

Statistical methods: Descriptive statistics output of simple linear regression analysis

Research question 2

What is the contribution of job security to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

Independent variable: Job security

Dependent variable: Staff service delivery in terms of research productivity, instructional delivery and community service

Statistical methods: descriptive statistics output of simple linear regression analysis

Research question 3

To what extent does empowerment contribute to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

Independent variable: Staff empowerment

Dependent variable: Staff service delivery in terms of research productivity, instructional delivery and community service

Statistical methods: Descriptive output of simple linear regression analysis

Research question 4

To what extent does the availability of ICT resources predict academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

Independent variable: Availability of ICT resources

Dependent variable: Staff service delivery in terms of research productivity, instructional delivery and community service

Statistical methods: Descriptive output of simple linear regression analysis

Research question 5

What is the rate of variance explained by the availability of instructional resources to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

Independent variable: Availability of instructional resources

Dependent variable: Staff service delivery in terms of research productivity, instructional delivery and community service

Statistical methods: Descriptive output of simple linear regression analysis

Research question 6

What is the rate of variance explained by the availability of recreational resources to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

Independent variable: Availability of recreational resources

Dependent variable: Staff service delivery in terms of research productivity, instructional delivery and community service

Statistical methods: Descriptive output of simple linear regression analysis

Research question 7

To what extent does incentive variables (career advancement opportunities, job security and staff empowerment) jointly contribute to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

Independent variables: Incentives and resource availability variables

Dependent variable: Staff service delivery in terms of research productivity, instructional delivery and community service

Statistical methods: Structural equation modelling (Path analysis)

Research question 8

What is the rate of variance explained by resource availability variables (availability of ICT, instructional and recreational resources) jointly to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

Independent variables: Resource availability variables

Dependent variable: Staff service delivery in terms of research productivity, instructional delivery and community service

Statistical methods: Structural equation modelling (Path analysis)

Research question 9

To what extent does incentives and resource availability variables cumulatively contribute to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

Independent variables: Incentives and Resource availability variables

Dependent variable: Staff service delivery in terms of research productivity, instructional delivery and community service

Statistical methods: Structural equation modelling (Path analysis)

HYPOTHESES

Hypothesis 1

Career advancement has no significant contribution to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.

Independent variable: Career advancement opportunities

Dependent variable: Staff service delivery in terms of research productivity, instructional delivery and community service

Statistical methods: ANOVA output of simple linear regression analysis

Hypothesis 2

There is no significant contribution of job security to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.

Independent variable: Job security

Dependent variable: Staff service delivery in terms of research productivity, instructional delivery and community service

Statistical methods: ANOVA output of simple linear regression analysis

Hypothesis 3

Staff empowerment does not contribute significantly to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.

Independent variable: Staff empowerment

Dependent variable: Staff service delivery in terms of research productivity, instructional delivery and community service

Statistical methods: ANOVA output of simple linear regression analysis

Hypothesis 4

The availability of ICT resources does not significantly predict academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.

Independent variable: Availability of ICT resources

Dependent variable: Staff service delivery in terms of research productivity, instructional delivery and community service

Statistical methods: ANOVA output of simple linear regression analysis

Hypothesis 5

The rate of variance explained by the availability of instructional resources to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities is not significant in South-South Nigeria.

Independent variable: Availability of instructional resources

Dependent variable: Staff service delivery in terms of research productivity, instructional delivery and community service

Statistical methods: ANOVA output of simple linear regression analysis

Hypothesis 6

There is no significant contribution of the rate of variance explained by the availability of recreational resources to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.

Independent variable: Availability of recreational resources

Dependent variable: Staff service delivery in terms of research productivity, instructional delivery and community service

delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.

Independent variables: Incentives and Resource availability variables

Dependent variable: Staff service delivery in terms of research productivity, instructional delivery and community service

Statistical methods: Multiple linear regression analysis

Model specifications

The hypothesized path analytic models of this study are presented in Figures 1 to 3

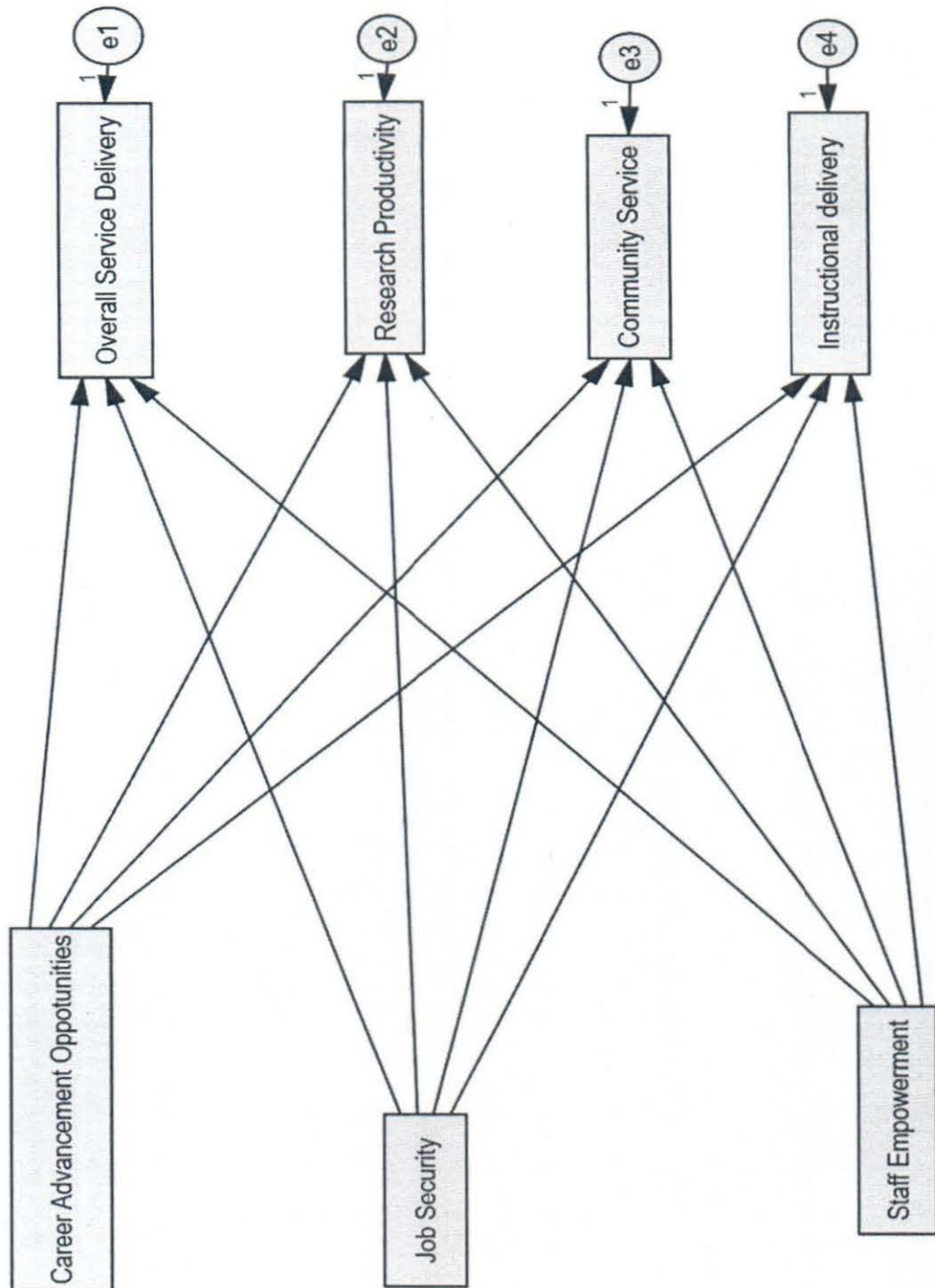


FIG. 1: Hypothesised path diagram showing the joint contributions of incentive variables to academic staff service delivery generally and in terms of research productivity, community service and instructional delivery in private universities

Source: Researcher's specification

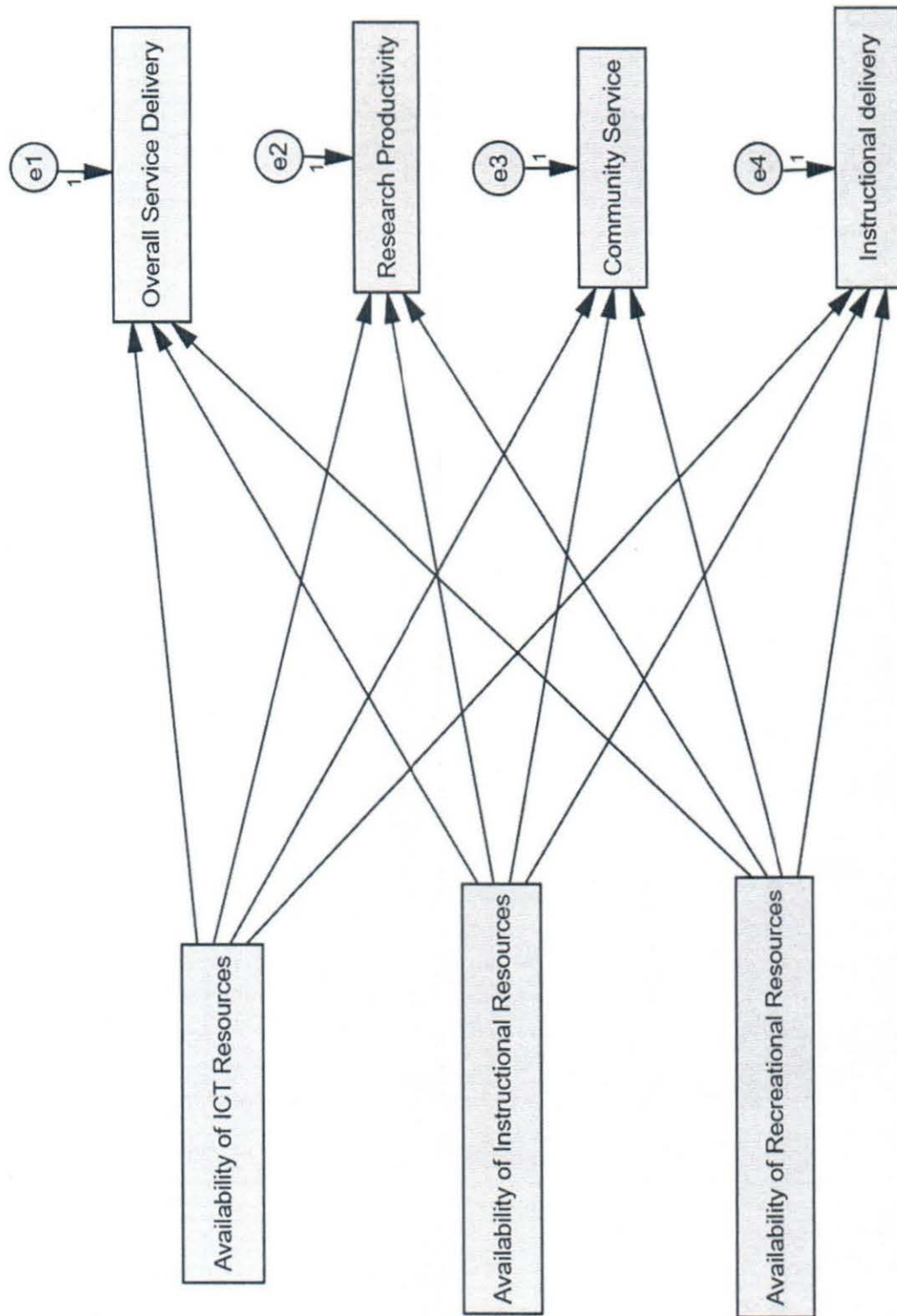


FIG. 2: Hypothesised path diagram showing the joint contributions of resource availability variables to academic staff service delivery generally and in terms of research productivity, community service and instructional delivery in private universities

Source: Researcher's specification

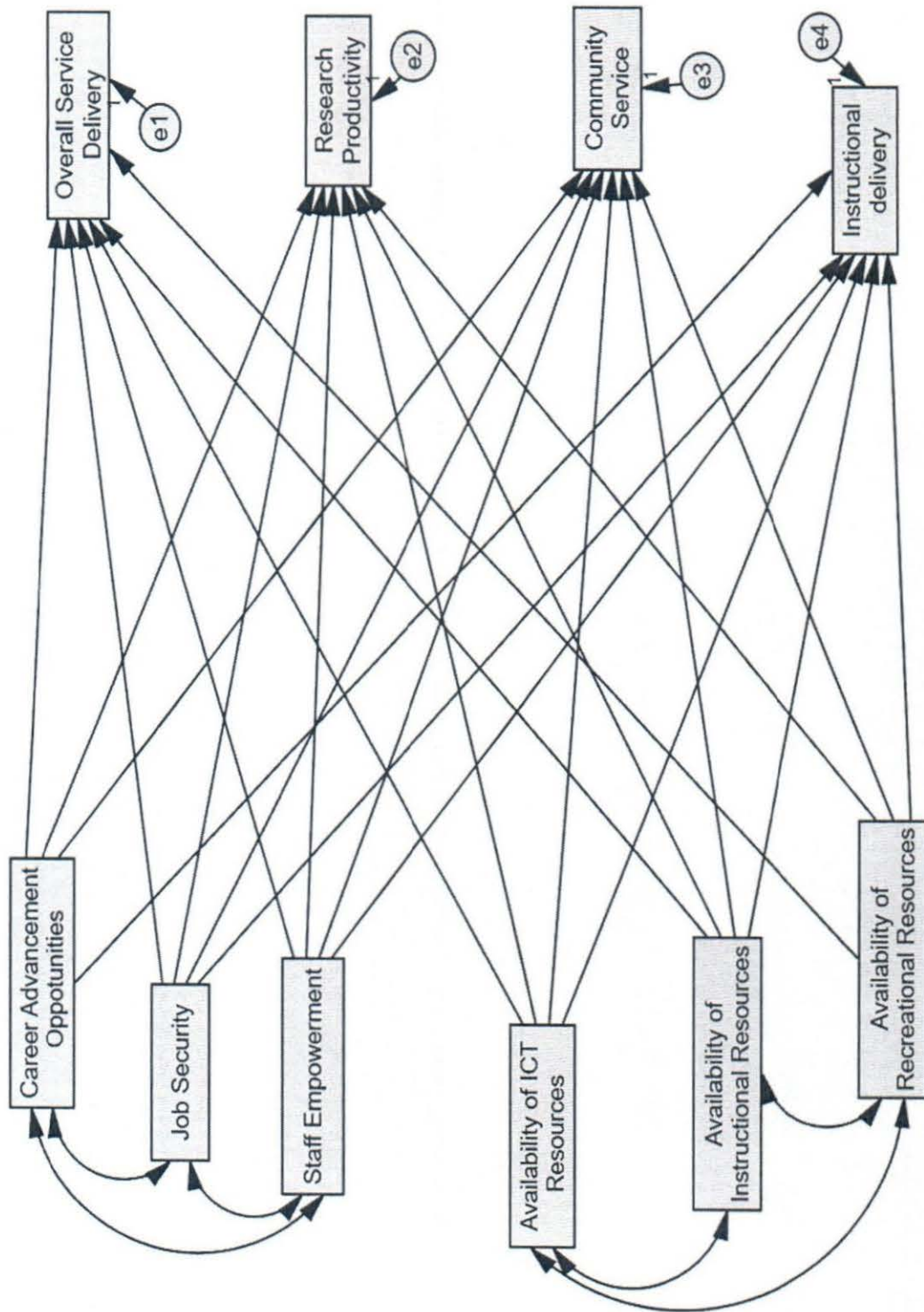


FIG. 3: Hypothesised nested path diagram showing the joint contributions of incentives and resource availability variables to academic staff service delivery generally and in terms of research productivity, community service and instructional delivery in private universities

Source: Researcher's specification

3.10. Operational definition of terms

The following independent and dependent variables of this study have been operationally defined in this study based on the context of their usage.

Career advancement opportunities: In this study, career advancement opportunities refer to the provisions made by the management of private universities to improve the knowledge, skills, educational and professional growth of academic staff. This variable was measured quantitatively, using items 1-8 of section B of the IRAQ.

Job security: Job security, in this study, means two things. First, it refers to the degree to which academic staff in private universities are confident of not losing their jobs. Secondly, it refers to the efforts made by the management of private universities to raise the confidence levels among employees that they will not lose their jobs. This variable was measured, using items 9-16 of section B of the IRAQ.

Staff empowerment: This refers to the autonomy and support (intrinsic or extrinsic) offered to private universities' academic staff that dispose them to contribute ideas, innovations, and solutions to the institution without effectively. Forms of employee empowerment, in this study, include involving staff in decision-making activities, offering loans to needy staff, praising good performance, promotion, consistent payment of salaries and other motivation-related practices. This variable was measured, using items 17-24 of section B of the IRAQ.

Availability of ICT resources: The availability of ICT resources is defined, in this study, as the extent to which myriad ICT tools, services and gadgets are present, functional and accessible to both staff and students in various departments of private universities. In this study, availability is not just the mere status of resources being present alone, but includes

functionality. Thus, the availability of ICT resources is the difference between the total number of ICT resources present and the total number of non-functional resources. This variable was measured, using items 1-17 of cluster 1 in section B of the IRAQ.

Availability of Instructional resources: The availability of instructional resources refers to the rate at which different teaching and learning materials can be found in various departments of private universities; including the extent of their functionality and accessibility to both staff and students requiring them. Instructional resources that are present but not functional, were considered, in this study, as being unavailable; since they cannot serve intended purposes. This variable was measured, using items 1-17 of cluster 2 in section B of the IRAQ.

Availability of recreational resources: This refers to the degree to which facilities that stimulate the body, minds and souls of individuals through comfort, relaxation, rest and amusements are present and functional in private universities. These resources are usually leisure-based and are often engaging and fun-filled. This variable was measured, using items 1-17 of cluster 3 in section B of the IRAQ.

Research productivity: Research productivity, in this study, refers to the countable/observable quantity/quality of research output produced by academic staff in private universities over time. The internationally recognised metric-based measure of authors' productivity is the use of the h-index. However, other measures of authors' productivity include the number of publications, quality of journals authors has published, especially using renowned databases such as Scopus and Web of Science, as well as with the world's top five publishers (Elsevier, Springer, Nature, TandFonline, and Sage). This variable was measured, using items 1-13 of section A of the SRPCSQ.

Community service: This refers to other services (paid or voluntary) that academic staff in private universities engage in besides the teaching and research statutory mandates to mostly the university community or sometimes the larger community. Serving as course advisers, examination officers, timetable coordinators, result verification panel member, rendering counselling to students and so on, are regarded as community service engagements. This variable was measured, using items 1-12 of section B of the SRPCSQ.

Instructional delivery: Instructional delivery, in this study, is the extent to which academic staff engage in teaching activities that should lead to the modification of students' affective, cognitive and psychomotor attributes. This variable was measured, using items 1-9 of the SIDQ.

CHAPTER FOUR

RESULTS AND DISCUSSION

The outcomes of data analysis are presented and discussed in detail in this chapter. This chapter also covered the most important results of this study and is addressed following the sub-headings below:

- 4.1. General description of research variables
- 4.2. Presentation of results
- 4.3. Discussion of findings

4.1. General description of research variables

This study was undertaken to investigate the contribution of incentives and resource availability to the service delivery of academic staff in private universities in South-South Nigeria. There are two central independent variables in this study – incentives and resource availability. Incentives, as an independent variable was further operationalized into three sub-variables (career advancement opportunities, job security and staff empowerment). Similarly, resource availability was also broken down into three proxies as the availability of ICT, instructional and recreational resources. The dependent variable of this study (academic staff service delivery) was also treated generally and specifically in terms of research productivity, community service and instructional delivery. The statistical descriptions of these variables using mean and standard deviation, based on responses to the items measuring them are presented in Table 5.

The result presented in Table 5 showed that career advancement Opportunities had a mean rating with a standard deviation of $\bar{x} = 20.07 \pm SD = 7.23$. Similarly, job security, and staff empowerment were both rated with means and standard deviations of $\bar{x} = 20.32 \pm SD = 7.06$ and $\bar{x} = 20.07 \pm SD = 7.13$ respectively. For resource availability

variables, the availability of ICT resources had a mean rating with a standard deviation of $\bar{x} = 26.53 \pm SD = 14.63$, while the availability of instructional and recreational resources was rated with means and standard deviations of $\bar{x} = 25.85 \pm SD = 14.17$ and $\bar{x} = 25.22 \pm SD = 14.43$ respectively. Academic staff service delivery was generally rated with a mean and standard deviation of $\bar{x} = 67.01 \pm SD = 22.04$. In specific terms, academic staff research productivity had an average score of 25.47 with a standard deviation of 12.22. For academic staff community service and instructional delivery, mean ratings of 21.45 and 20.10 with standard deviations of 11.29 and 5.83 were obtained respectively.

4.1.1. Demographic information of the study's participants

The analysis of the respondents' gender presented in Table 6, shows that 60.9% of the participants (N = 944) were male while 39.1% were females (N = 607). For respondents' age, the result in Table 6 shows that 25.7% (N = 398) were between 20 and 29 years; 30.6% (N = 474) were between 30 and 39 years; 25.5% (N = 396) were between 40 and 49 years; while 18.2% of the respondents (N = 283) were aged 50 years or above. In terms of respondents' marital status, Table 6 indicates that 20.4% (N = 317) of the respondents were single while 79.6% (N = 1234) were married. The educational qualification information of the respondents, as shown in Table 6, indicates that participants with a Master's degree were 347 (22.4%); while those with a doctorate degree were 1,204 (77.6%). For respondents' rank, it was revealed that 17.4% (N = 270) of the respondents were assistant lecturers, 21.9% (N = 340) were lecturer II, 25.2% (N = 391) were lecturer I, 19.1% (N = 297) were senior lecturers. Associate Professors and Professors were 13.9% (N = 216) and 2.4% (N = 37) respectively.

TABLE 6

Frequency distribution and percentage of the demographic information of the respondents that participated in the study

Demographic Variable	Categories	Frequency	Per cent
Gender	Male	944	60.9
	Female	607	39.1
	Total	1551	100
Age	20-29 year	398	25.7
	30-39 years	474	30.6
	40-49 years	396	25.5
	50 years upward	283	18.2
	Total	1551	100
Marital Status	Single	317	20.4
	Married	1234	79.6
	Total	1551	100
Educational Qualification	Master's Degree	347	22.4
	Doctorate	1204	77.6
	Total	1551	100
Rank	Assistant Lecturer	270	17.4
	Lecturer II	340	21.9
	Lecturer I	391	25.2
	Senior Lecturer	297	19.1
	Associate Professor	216	13.9
	Professor	37	2.4
	Total	1551	100

Source: Researcher's computation

4.2. Presentation of results

The research questions and hypotheses, that served as the basis for this investigation are treated below.

4.2.1. RESEARCH QUESTIONS

Research question 1

To what extent does career advancement contribute to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

The independent variable of this research question is career advancement opportunities while the dependent variable is staff service delivery in terms of research productivity, instructional delivery and community service. The descriptive statistics output of a simple linear regression analysis, presented in Table 7 was used to answer the research question. The result of the analysis in Table 7 showed that career advancement contributed to the overall service delivery of academic staff in private universities by an extent of 0.8%. This implies that the remaining 99.2% of the variance not explained may be attributed to other independent variables. Specifically, the contribution of career advancement to academic staff service delivery in terms of research productivity, community service and instructional delivery is 0.4%, 0.6% and 0.5% respectively. The implication is that 99.6%, 99.4% and 99.5% of the unexplained variance in academic staff service delivery in terms of research productivity, community service and instructional delivery is attributable to other factors that are not included in the model.

TABLE 7

Descriptive output of a simple linear regression analysis of the contribution of career advancement opportunities to academic staff service delivery in private universities in South-South Nigeria

Model	R	R ²	Adj. R ²	SE
Overall service delivery	.093	.009	.008	21.954
Research productivity	.063	.004	.003	12.204
Community service	.077	.006	.005	11.264
Instructional delivery	.072	.005	.005	5.813

Predictor (Constant): Career advancement opportunities

Source: Researcher's computation

Research question 2

What is the contribution of job security to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

The independent variable of this research question is job security while the dependent variable is academic staff service delivery generally and specifically in terms of research productivity, instructional delivery and community service. The descriptive statistics output of a simple linear regression analysis was used to provide an answer to the research question. The result of the analysis, presented in Table 8 shows that the total contribution of job security to academic staff overall service delivery in private universities in South-South is 0.2%, with the unexplained variance of 99.8% due to other factors not included in the model. Job security is also responsible for 0.2% of the total variance in academic staff service delivery in terms of research productivity. By implication, 99.8% of the unaccounted variance in staff research productivity is attributed to other variables that are extraneous to the two models respectively. However, there was no contribution of job security to academic staff service delivery in terms of and community service and instructional delivery.

TABLE 8

Descriptive output of a simple linear regression analysis of the contribution of job security to academic staff service delivery in private universities in South-South Nigeria

Model	R	R ²	Adj. R ²	SE
Overall service delivery	.047	.002	.002	22.025
Research productivity	.052	.003	.002	12.211
Community service	.028	.001	.000	11.293
Instructional delivery	.014	.000	.000	5.827

Predictor (Constant): Job Security

Source: Researcher's computation

TABLE 9

Descriptive output of a simple linear regression analysis of the contribution of staff empowerment to academic staff service delivery in private universities in South-South Nigeria

Model	R	R ²	Adj. R ²	SE
Overall service delivery	.055	.003	.002	22.016
Research productivity	.079	.006	.006	12.189
Community service	.018	.000	.000	11.295
Instructional delivery	.003	.000	-.001	5.828

Predictors (Constant): Staff empowerment

Source: Researcher's computation

Research question 4

To what extent does the availability of ICT resources predict academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

The predictor variable of this research question is the availability of ICT resources while the response variable is academic staff service delivery generally and specifically in terms of research productivity, instructional delivery and community service. A simple linear regression analysis was performed with the descriptive output of the result used to provide an answer to the research question. The result of the analysis presented in Table 10 shows that the availability of ICT resources made a total contribution of 0.7% to the overall service delivery of academic staff in private universities in South-South, Nigeria. This implies that the unaccounted variance in the overall service delivery of academic staff is attributable to other predictors that are not included in the model. More specifically, the total contribution made by the availability of ICT resources to academic staff service delivery in terms of research productivity, community service and instructional delivery in private universities is 0.3%, 0.5% and 0.4% respectively. By implication, 99.7%, 99.5% and 99.6% of the unexplained variance in the response variable are attributed to other extraneous variables not included as predictors in the three models.

TABLE 10

Descriptive output of a simple linear regression analysis of the prediction of the availability of ICT resources on academic staff service delivery in private universities in South-South Nigeria

Model	R	R ²	Adj. R ²	SE
Overall service delivery	.088	.008	.007	21.963
Research productivity	.059	.003	.003	12.207
Community service	.073	.005	.005	11.268
Instructional delivery	.069	.005	.004	5.814

Predictors (Constant): Availability of ICT resources

Source: Researcher's computation

Research question 5

What is the rate of variance explained by the availability of instructional resources to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

The predictor variable of this research question is the availability of instructional resources while the response variable is academic staff overall service delivery and in terms of research productivity, instructional delivery and community service. A simple linear regression analysis was performed to determine the rate at which the predictor variable contributes to the response variable. The result of the analysis in Table 11 revealed that the rate of variance explained by the availability of instructional resources to academic staff service delivery wholistically in private universities is 1.3%, with the unexplained variance of 98.7% attributed to other predictors extraneous to the model. Furthermore, it was discovered that the availability of instructional resources at private universities accounts for 0.4% of the total variance in academic staff service delivery in terms of research productivity, with the remainder (99.6%) attributable to variables outside the model. In terms of community service, the result in Table 11 reveals a rate of 0.9% explanation of the total variance by the availability of instructional resources at private universities, with the lacking variance of 99.1% due to other indicators not included in the model. It is also shown in Table 11 that the availability of instructional resources is responsible for explaining 1.3% of the total variation in academic staff service delivery in the dimension of instructional delivery. This implies that 98.7% of the missing variance in the response variable is attributable to other variables that were not a part of the model.

TABLE 11

Descriptive output of a simple linear regression analysis showing the rate of variance explained by the availability of instructional resources to academic staff service delivery in private universities in South-South Nigeria

Model	R	R ²	Adj. R ²	SE
Overall service delivery	.116	.014	.013	21.899
Research productivity	.065	.004	.004	12.202
Community service	.096	.009	.009	11.245
Instructional delivery	.117	.014	.013	5.788

Predictor (Constant): Availability of instructional resources

Source: Researcher's computation

Research question 6

What is the rate of variance explained by the availability of recreational resources to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities?

The availability of recreational resources serves as the explanatory variable for this research question, while academic staff overall service delivery and in the aspects of research productivity, community service and instructional delivery serve as the response variables. A simple linear regression analysis was performed to provide an answer to the research question, with the descriptive output of the result presented in Table 12. As shown in Table 12, the result of the analysis indicates that a rate of variance of 0.2% was the contribution of the availability of recreational facilities to staff overall service delivery in private universities in South-South, Nigeria. It was also discovered that the availability of recreational resources has a total contribution of 0.3% to the variance in staff service delivery in the aspect of community service. By implication, 99.8% and 99.7% of the unaccounted variance in staff overall service delivery and in the aspect of community service respectively, may be attributed to other factors not studied in the two models. However, the result in Table 12 discloses that there was no rate of variance explained by the availability of recreational facilities to academic staff service delivery in the aspects of research productivity and instructional delivery in private universities in South-South, Nigeria.

Research question 7

To what extent does incentive variables (career advancement opportunities, job security and staff empowerment) jointly contribute to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

The three incentive variables of this study are the exogenous factors of this research question while the endogenous variables are staff overall service delivery and in terms of research productivity, instructional delivery and community service. A structural equation modelling (SEM) using a standardized path analytic model, presented in Fig. 4. The result of the analysis presented in Fig. 4 shows that the three incentive variables have a joint contribution of 1%, to the total variance in academic staff overall service delivery and the aspects of instructional delivery, community service and research productivity respectively, in private universities. The implication is that the unexplained variance of 99% of the unaccounted variance in all the endogenous variables may be attributed to other factors that are not included in the path analytic model.

In terms of the relative contributions of each of the exogenous variables to the respective endogenous variable, the result of the path analysis in Fig. 4 and summarized in Table 13 revealed that the career advancement opportunities (P_1) have a significant contribution ($B = .267$, $\beta = .087$, $t = 3.41$, $p < .05$) to academic staff overall service delivery. The result indicates that a unit increase in the standard deviation of the provision of career advancement opportunities will on average, lead to an 8.7% increase in the standard deviation of the overall service delivery of academic staff, other things being equal. It was also revealed that job security ($B = .095$, $\beta = .03$, $t = .1.199$, $p > .05$) and staff empowerment ($B = .113$, $\beta = .037$, $t = 1.448$, $p > .05$) have no significant partial contributions respectively, to academic staff overall service delivery in private

universities. However, a unit increase in the standard deviations of job security and staff empowerment is predicted on average, to lead to a 3% and 3.7% increase in the standard deviation of academic staff overall service delivery respectively, in private universities.

In terms of research productivity as the endogenous variable, the results depicted in Table Fig. 4 and Table 13 shows that career advancement opportunities ($B = .092$, $\beta = .055$, $t = 2.159$, $p < .05$) and staff empowerment ($B = .111$, $\beta = .065$, $t = 2.57$, $p < .05$) are significant predictive exogenous variables. The result implies that other things being equal, a unit increase in the standard deviation of career advancement opportunities and staff empowerment will on average, lead to a 5.5% and 6.5% increase respectively in the standard deviation of academic staff research productivity in private universities. The result further showed that job security has no significant relative contribution to academic staff research productivity in private universities in South-South, Nigeria. Nevertheless, it was predicted that a unit increase in the standard deviation of job security will on average, lead to a 2.8% increase in the standard deviation of academic staff research productivity in private universities, other things being equal.

In terms of the dimension of academic staff community service, the result showed that career advancement opportunities have a significant contribution ($B = .118$, $\beta = .076$, $t = 2.983$, $p < .05$) in private universities. It was proven that a unit increase in the standard deviation of career advancement opportunities will on average, lead to a 7.6% increase in the standard deviation of academic staff community service in private universities, other things being equal. On the contrary, it was revealed in Fig. 5 and Table 13 that job security ($B = .036$, $\beta = .023$, $t = 0.895$, $p < .05$) and staff empowerment ($B = .006$, $\beta = .004$, $t = 0.148$, $p < .05$) did not contribute significantly to academic staff community service in private universities respectively. However, the prediction is that if other factors are held constant, a unit increase in the standard deviation of job security and staff

empowerment, will on average increase the community service of academic staff in private universities on the average, by a standard deviation of 2.3% and 0.4% respectively.

In terms of academic staff instructional delivery in private, the result depicted in Fig. 4 and Table 13 reveals a significant contribution of career advancement ($B = .058$, $\beta = .072$, $t = 2.841$, $p < .05$). It was predicted that a unit increment in the standard deviation of career advancement opportunities (other things being equal) will on average, lead to a 7.2% in staff instructional delivery in private universities in South-South, Nigeria. It was also revealed that job security has no significant relative contribution ($B = .01$, $\beta = .012$, $t = 0.488$, $p < .05$) to academic staff instructional delivery in private universities. Despite the low contribution, it was predicted that other things being equal, a unit increase in the standard deviation of job security will, on average, lead to a 1.2% increase in the standard deviation of academic staff instructional in private universities. The result in Fig. 4 and Table 13 further revealed that staff empowerment has a non-significant but inverse relative contribution ($B = -.007$, $\beta = -.008$, $t = -0.327$, $p > .05$) to academic staff instructional delivery in private universities. This implies that a unit increase in the standard deviation of staff empowerment, will on average, lead to a 0.8% decline in academic staff instructional delivery in private universities in South-South, Nigeria.

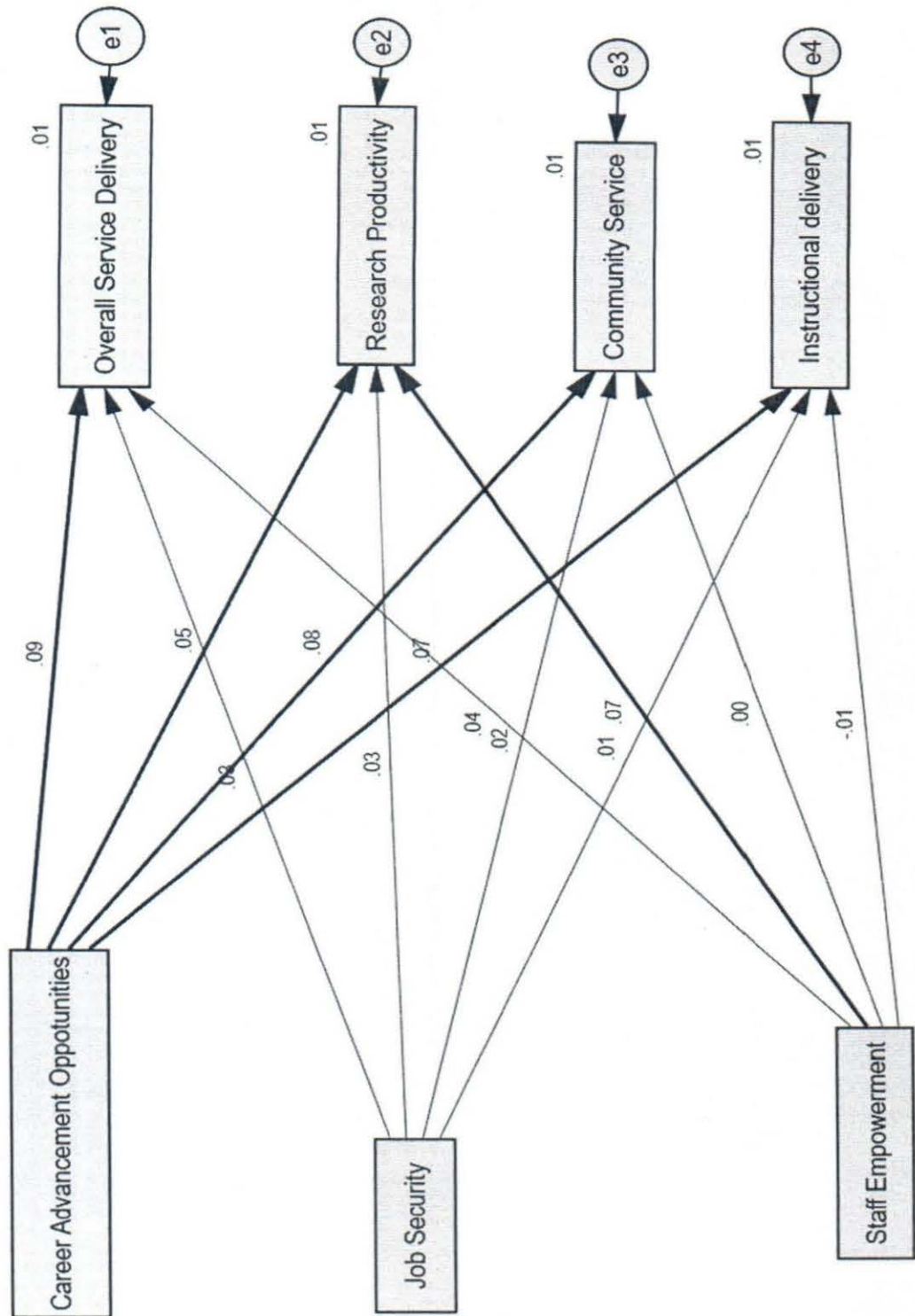


FIG. 4: A standardised path analytic model showing the joint contributions of incentive variables to academic staff service delivery in private universities in South-South Nigeria

*Significant paths are bolded

TABLE 13

Path analysis result summary showing the relative contributions of incentive variables to academic staff service delivery variables in private universities in South-South Nigeria

Paths	B	β	S.E.	t	p	Label
OSD <--- CAO	.267	.087	.077	3.461	***	p1
OSD <--- JS	.095	.03	.079	1.199	.231	p2
OSD <--- SE	.113	.037	.078	1.448	.148	p3
RP <--- CAO	.092	.055	.043	2.159	.031**	p4
RP <--- JS	.048	.028	.044	1.095	.274	p5
RP <--- SE	.111	.065	.043	2.57	.01**	p6
CS <--- CAO	.118	.076	.04	2.983	.003**	p7
CS <--- JS	.036	.023	.041	0.895	.371	p8
CS <--- SE	.006	.004	.04	0.148	.882	p9
ID <--- CAO	.058	.072	.02	2.841	.004**	p10
ID <--- JS	.01	.012	.021	0.488	.626	p11
ID <--- SE	-.007	-.008	.021	-0.327	.744	p12

*** Path is significant at the .01 alpha level

** Path is significant at the .05 alpha level

Key:

OSD = Overall service delivery

RP = Research productivity

CS = Community service

ID = Instructional delivery

CAO = Career advancement opportunities

JS = Job security

SE = Staff Empowerment

Source: Researcher's computation

Research question 8

What is the rate of variance explained by resource availability variables (availability of ICT, instructional and recreational resources) jointly to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

In this research question, the three resource availability variables are the predictors while academic staff service delivery generally and in terms of the three proxies are the endogenous variables. A structural equation modelling using path analysis was performed to assess the nexus between the explanatory and response variables of the research question. The result of the analysis presented in Fig. 5 revealed that resource availability variables jointly accounted for 1.8% of the total variation in the overall service delivery of academic staff in private universities. By implication, the unaccounted variance of 98.2% is attributed to other extraneous variables not included in the model.

The result depicted in Fig. 5 also showed that 0.6% of the total variance in academic staff research productivity is explained jointly by the three resource availability variables; with the remaining 99.4% of the unexplained variance due to other predictors that are not a part of the model. In terms of academic staff community service, it was found that 1.4% of the total variance is jointly explained by the three resource availability variables; with the remaining 98.6% of the variance in staff community service attributable to other variables not listed in the model. The result also showed that resource availability variables are responsible for 1.5% of the total variation in academic staff instructional delivery in private universities; with the unaccounted variance of 99.5% attributed to other factors not included as predictors in the model.

Relatively, the result of the partial contributions of resource availability variables, as presented in Fig. 5 and Table 14, shows that the availability of ICT resources ($B = .104$, $\beta = .069$, $t = 2.754$, $p < .05$) and instructional resources ($B = .164$, $\beta = .106$, $t = 4.193$, $p < .05$) have a significant positive contribution to academic staff overall service delivery in private universities. The result suggests that a unit increase in the standard deviations of the availability of ICT and instructional resources will lead to a 10.4% and 10.6% increase in the standard deviation of academic staff overall service delivery, other things being equal. At the .05 alpha level, the partial contribution of the availability of recreational resources is positive but not significant ($B = .064$, $\beta = .042$, $t = 1.664$, $p > .05$) to academic staff overall service delivery. Other things being equal, the result implies that a unit increase in the standard deviation of the availability of recreational resources will lead to a 4.2% increase in the standard deviation of academic staff overall service delivery in private universities in South-South, Nigeria.

The result also showed that the availability of instructional resources has a significant contribution ($B = .05$, $\beta = .058$, $t = 2.271$, $p < .05$) to academic staff research productivity in private universities. It was predicted that a unit increase in the standard deviation in the availability of instructional resources will lead to a 5.8% increase in the standard deviation of academic staff research productivity in private universities, other things being equal. It was also shown that the availability of ICT resources ($B = .041$, $\beta = .049$, $t = 1.929$, $p > .05$) and recreational resources ($B = .014$, $\beta = .016$, $t = 0.636$, $p > .05$) have a positive but not significant contribution to academic staff research productivity in private universities respectively. However, if other factors are held constant, it was predicted that a unit increase in the standard deviation of the availability of ICT and recreational resources will lead to a 4.9% and 1.6% increase in the standard

deviation of academic staff research productivity in private universities in South-South, Nigeria.

In terms of academic staff community service, the result depicted in Fig. 5 and Table 14 showed that the availability of ICT resources ($B = .043$, $\beta = .055$, $t = 2.195$, $p < .05$), instructional delivery resources ($B = .069$, $\beta = .087$, $t = 3.456$, $p < .05$) and recreational resources ($B = .044$, $\beta = .057$, $t = 2.256$, $p < .05$) are all significant positive predictors of academic staff community service in private universities. It was predicted that if other factors are kept constant, a unit increase in the standard deviation of the availability of ICT, instructional and recreational resources will lead to a 5.5%, 8.7% and 5.7% increase in academic staff community service in private universities respectively.

It was also discovered from the results in Fig. 5 and Table 14 that the availability of ICT resources ($B = .021$, $\beta = .052$, $t = 2.044$, $p < .05$) and instructional resources ($B = .045$, $\beta = .109$, $t = 4.312$, $p < .05$) positively and significantly contribute to academic staff instructional delivery in private universities respectively. More specifically, it was revealed that a unit increase in the standard deviation of the availability of ICT and instructional resources will lead to (other things being equal) a 5.2% and 10.9% increase in academic staff instructional delivery in universities. Furthermore, the result revealed that the availability of recreational resources has a positive but non-significant contribution ($B = .005$, $\beta = .013$, $t = 0.502$, $p > .05$) to academic staff instructional delivery in private universities in South-South, Nigeria.

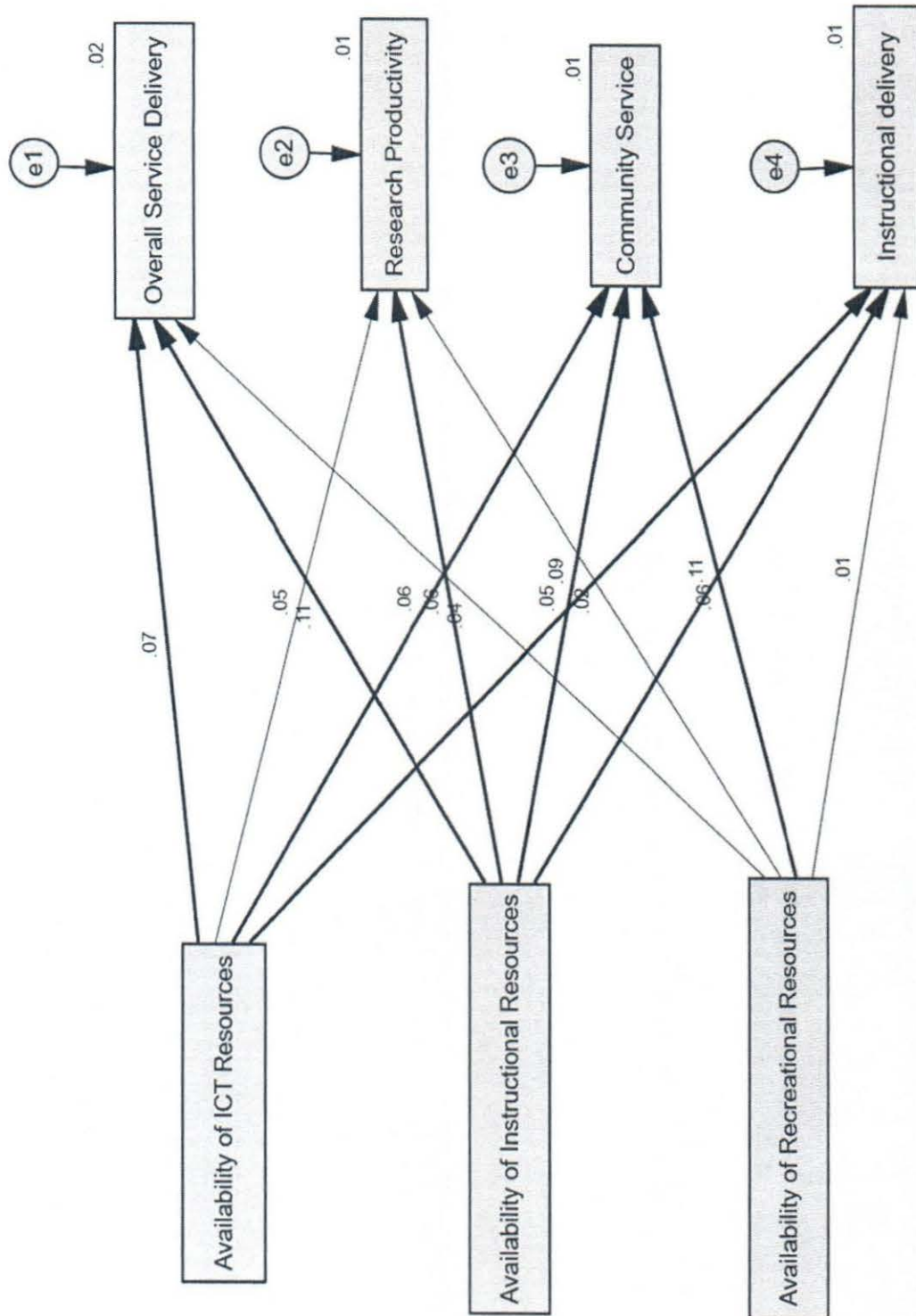


FIG. 5: A standardised path analytic model showing the joint contributions of resource availability variables to academic staff service delivery in private universities in South-South Nigeria

*Significant paths are bolded

TABLE 14

Path analysis result summary showing the relative contributions of resource availability variables to academic staff service delivery variables in private universities in South-South Nigeria

Paths	B	B	S.E.	t	P	Label
OSD <--- AVICT	.104	.069	.038	2.754	.006**	p1
OSD <--- AVINST	.164	.106	.039	4.193	***	p2
OSD <--- AVREC	.064	.042	.038	1.664	.096	p3
RP <--- AVICT	.041	.049	.021	1.929	.054	p4
RP <--- AVINST	.05	.058	.022	2.271	.023**	p5
RP <--- AVREC	.014	.016	.021	0.636	.525	p6
CS <--- AVICT	.043	.055	.019	2.195	.028**	p7
CS <--- AVINST	.069	.087	.02	3.456	***	p8
CS <--- AVREC	.044	.057	.02	2.256	.024**	p9
ID <--- AVICT	.021	.052	.01	2.044	.041**	p10
ID <--- AVINST	.045	.109	.01	4.312	***	p11
ID <--- AVREC	.005	.013	.01	0.502	.616	p12

*** Path is significant at the .01 alpha level

** Path is significant at the .05 alpha level

Key:

OSD = Overall service delivery

RP = Research productivity

CS = Community service

ID = Instructional delivery

AVICT = Availability of ICT resources

AVINST = Availability of Instructional resources

AVREC = Availability of recreational resources

Source: Researcher's computation

Research question 9

To what extent do incentives and resource availability variables cumulatively contribute to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria?

In this research question, the three incentives and three resource availability variables were nested into one model, as predictors, to determine their cumulative contribution to academic staff service delivery in private universities. A structural equation modelling using path analysis was performed to provide an answer to the research question. The result of the analysis, presented in Fig. 6, shows that incentives and resource availability variables cumulatively contribute a total of 3% to the variation in academic staff overall service delivery in private universities. By implication, the remaining 97% of the unexplained variance is attributed to other factors that are not included in the model.

It was also discovered that 2% of the total variance in academic staff research productivity is cumulatively explained by the incentives and resource availability; with the remaining 98% of the unexplained variance attributed to other predictors beyond the scope of the model. The result also showed that incentives and resource availability cumulatively contributed 2.1% to the total variation in the academic staff community service delivery in private universities; with 97.9% of the unaccounted variance due to other factors not included in the model. Furthermore, it was revealed that incentives and resource availability variables jointly contribute 2% to the total variance in academic staff instructional delivery; with 98% of the unaccounted variance due to other variables that are not included in the model. The relative contributions of the specific exogenous variables to the specific endogenous variables are as discussed earlier in Tables 13 and 14.

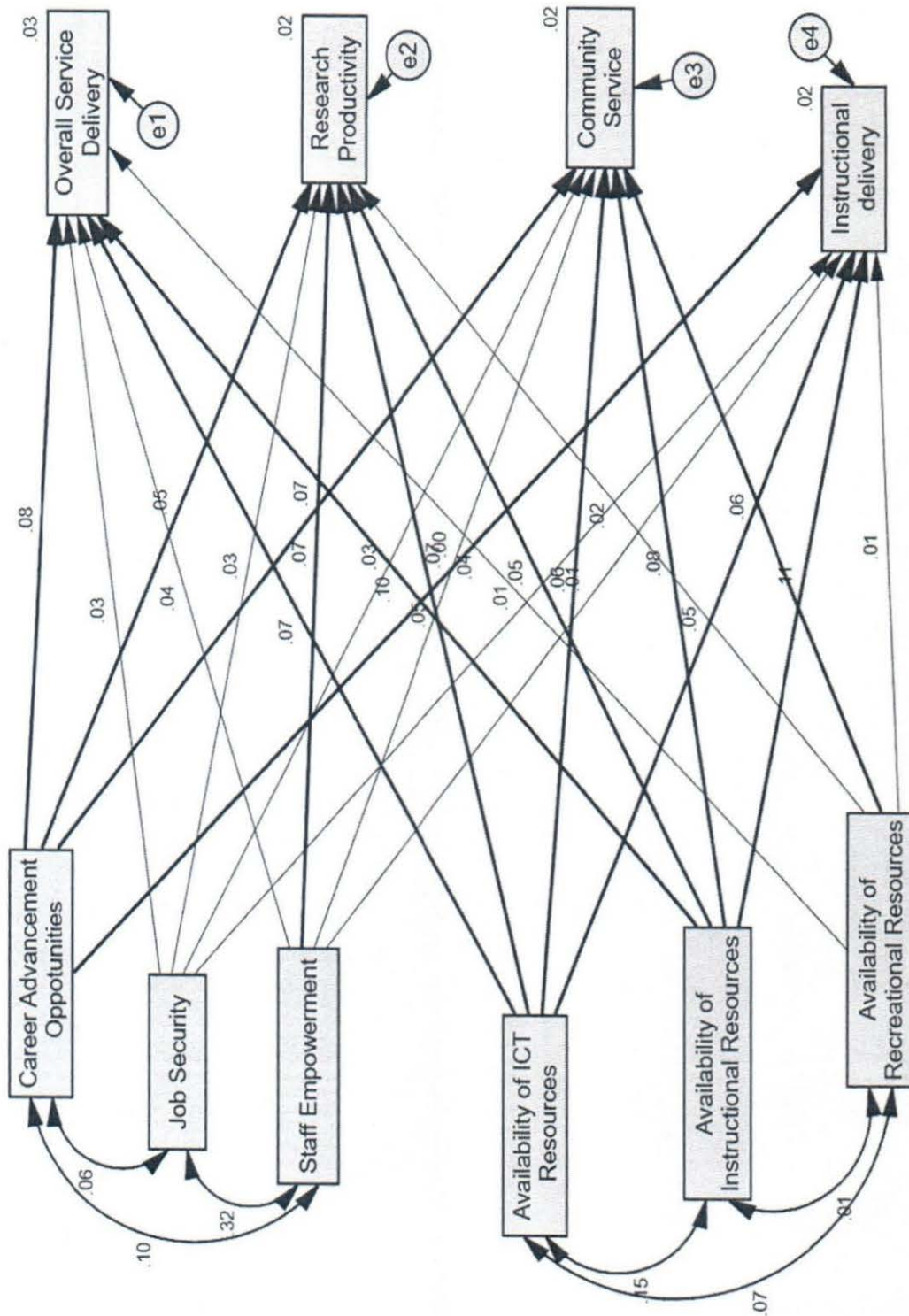


FIG. 6: A standardised nested path analytic model showing the joint contributions of incentives and resource availability variables to academic staff service delivery in private universities in South-South Nigeria

*Significant paths are bolded

4.2.2. HYPOTHESES

Hypothesis 1

Career advancement opportunities have no significant contribution to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.

The independent variable of this hypothesis is career advancement opportunities while the dependent variable is staff service delivery in terms of research productivity, instructional delivery and community service. A simple linear regression analysis was performed to test the null hypothesis at the .05 level of significance, with the ANOVA output of the result presented in Table 15.

The result of the analysis in Table 15 revealed that career advancement opportunities have a significant contribution to academic staff service delivery generally ($F_{[1, 1549]} = 13.43$, $B = .283$, $t = 3.665$, $p < .05$) and in terms of research productivity ($F_{[1, 1549]} = 6.08$, $B = .106$, $t = 2.465$, $p < .05$), community service ($F_{[1, 1549]} = 9.29$, $B = .121$, $t = 3.047$, $p < .05$) and instructional delivery ($F_{[1, 1549]} = 8.04$, $B = .058$, $t = 2.836$, $p < .05$) respectively. Based on this evidence, the null hypothesis was rejected while the alternate hypothesis is adopted. This implies that career advancement opportunities have a significant contribution to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities. More specifically, it was revealed that a unit increase in the career advancement of academic staff, other things being equal, will lead to an increase in academic staff service delivery generally by 28.3%, and in the dimensions of research productivity (by 10.6%), community service (by 12.1%) and instructional delivery (by 5.8%).

TABLE 15

ANOVA output of a simple linear regression analysis of the contribution of career advancement opportunities to academic service delivery in private universities in South-South Nigeria

Model	Source	SS	Df	MS	F	Sig.
Overall service delivery	Regression	6473.46	1	6473.46	13.43	.000
	Residual	746591.30	1549	481.98		
	Total	753064.80	1550			
B = 0.283; t = 3.665						
Research productivity	Regression	904.81	1	904.81	6.08	.014
	Residual	230703.90	1549	148.94		
	Total	231608.70	1550			
B = 0.106; t = 2.465						
Community service	Regression	1177.92	1	1177.92	9.29	.002
	Residual	196519.30	1549	126.87		
	Total	197697.30	1550			
B = 0.121; t = 3.047						
Instructional delivery	Regression	271.70	1	271.70	8.04	.005
	Residual	52333.41	1549	33.79		
	Total	52605.10	1550			
B = 0.058; t = 2.836						

b Predictor (Constant): Career advancement opportunities

Source: Researcher's computation

Hypothesis 2

There is no significant contribution of job security to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.

The predictor variable of this hypothesis is job security while the dependent variable is academic staff service delivery generally and in terms of research productivity, instructional delivery and community service. The ANOVA output of simple linear regression analysis was used in testing this null hypothesis at the .05 alpha level. The result of the analysis presented in Table 16 shows that job security has no significant contribution to academic staff overall service delivery in private universities, $F_{[1, 1549]} = 3.45$, $B = .147$, $t = 1.856$, $p > .05$. Specifically, it was discovered that job security has a significant contribution to academic staff research productivity in private universities, $F_{[1, 1549]} = 4.17$, $B = .09$, $t = 2.042$, $p < .05$. However, no significant contribution of job security was recorded to other two dimensions of academic staff service delivery in private universities such as community service ($F_{[1, 1549]} = 1.23$, $B = .045$, $t = 1.111$, $p > .05$) and instructional delivery ($F_{[1, 1549]} = 0.30$, $B = .011$, $t = 0.544$, $p > .05$).

Based on these findings, the null hypothesis was rejected due to the significance emanating from one dimension of the dependent variable (research productivity). Consequently, it was concluded that there is no significant contribution of job security to academic staff service delivery generally and in terms of community service and instructional delivery; but a significant contribution of job security exists on academic staff service delivery in terms of research productivity. It was predicted that a unit increase (other things being equal) in job security will lead to a 14.7%, 9% 4.5% and 3.0% improvement in academic staff overall service delivery and the dimensions of research productivity, community service and instructional delivery in private universities.

TABLE 16

ANOVA output of a simple linear regression analysis of the contribution of job security to academic service delivery in private universities in South-South Nigeria

Model	Source	SS	df	MS	F	p
Overall service delivery	Regression	1671.86	1	1671.86	3.45	.064
	Residual	751392.90	1549	485.08		
	Total	753064.80	1550			
		B = .147; t = 1.856				
Research productivity	Regression	621.54	1	621.54	4.17	.041
	Residual	230987.20	1549	149.12		
	Total	231608.70	1550			
		B = .09; t = 2.042				
Community service	Regression	157.40	1	157.40	1.23	.267
	Residual	197539.90	1549	127.53		
	Total	197697.30	1550			
		B = .045; t = 1.111				
Instructional delivery	Regression	10.05	1	10.05	0.30	.587
	Residual	52595.06	1549	33.95		
	Total	52605.10	1550			
		B = .011; t = 0.544				

b Predictor (Constant): Job security

Source: Researcher's computation

Hypothesis 3

Staff empowerment does not contribute significantly to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.

The independent variable of this staff empowerment while the dependent variable is academic staff service delivery in terms of research productivity, instructional delivery and community service. A simple linear regression analysis was performed to test the null hypothesis at the .05 alpha level, with the ANOVA output presented in Table 17. The result of the analysis presented in Table 17 reveals that staff empowerment has a significant contribution to academic staff overall service delivery ($F_{[1, 1549]} = 4.681$, $B = .17$, $t = 2.163$, $p < .05$) and in terms of research productivity ($F_{[1, 1549]} = 9.787$, $B = .136$, $t = 3.128$, $p < .05$) in private universities in South-South, Nigeria.

The result showed on the contrary that staff empowerment has no significant contribution to academic staff service delivery in terms of community service ($F_{[1, 1549]} = 0.527$, $B = .029$, $t = 0.726$, $p > .05$) and instructional delivery ($F_{[1, 1549]} = 0.012$, $B = .002$, $t = 0.108$, $p > .05$). Based on these results, the null hypothesis was rejected due to the significant contribution made by staff empowerment to some dimensions of service delivery. It was, therefore, concluded that staff empowerment has a significant contribution to academic staff service delivery generally and in terms of research productivity; but not in the dimension of academic staff community service and instructional delivery in private universities. It was predicted that a unit in staff empowerment is associated with 17%, 13.6%, 2.9% and 0.2% increase in academic staff service delivery generally and in terms of resource productivity, community service and instructional delivery respectively.

TABLE 17

ANOVA output of a simple linear regression analysis of the contribution of staff empowerment to academic service delivery in private universities in South-South Nigeria

Model	Source	SS	df	MS	F	p
Overall service delivery	Regression	2268.70	1	2268.697	4.681	.031
	Residual	750796.10	1549	484.697		
	Total	753064.80	1550			
		B = .17; t = 2.163				
Research productivity	Regression	1454.11	1	1454.11	9.787	.002
	Residual	230154.60	1549	148.583		
	Total	231608.70	1550			
		B = .136; t = 3.128				
Community service	Regression	67.29	1	67.286	0.527	.468
	Residual	197630	1549	127.586		
	Total	197697.30	1550			
		B = .029; t = 0.726				
Instructional delivery	Regression	0.396	1	0.396	0.012	.914
	Residual	52604.71	1549	33.96		
	Total	52605.1	1550			
		B = .002; t = 0.108				

b Predictor (Constant): Staff Empowerment

Source: Researcher's computation

Hypothesis 4

The availability of ICT resources does not significantly predict academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.

The independent variable is the availability of ICT resources and the dependent variable is academic staff service delivery in terms of research productivity, instructional delivery and community service. A simple linear regression analysis was performed to test the null hypothesis at the .05 level of significance. The ANOVA output of the result, presented in Table 18 reveals that the availability of ICT resources has a significant contribution to academic staff service delivery generally ($F_{[1, 1549]} = 12.14$, $B = .133$, $t = 3.49$, $p < .05$) and specifically, in terms of research productivity ($F_{[1, 1549]} = 5.36$, $B = .05$, $t = 2.31$, $p < .05$), community service ($F_{[1, 1549]} = 8.20$, $B = .06$, $t = 2.86$, $p < .05$) and instructional delivery ($F_{[1, 1549]} = 7.38$, $B = .03$, $t = 2.72$, $p < .05$) in private universities in South-South Nigeria. Based on this result, the null hypothesis was discarded for not receiving statistical support while the alternate hypothesis was upheld.

This implies that the availability of ICT resources significantly predicts academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities. It was predicted more specifically, that other things being equal, an increment in the availability of ICT will lead to an increment in academic staff service delivery generally (by 13.3%), and in terms of research productivity (by 5%), community service (by 6%) and instructional delivery (by 3%).

TABLE 18

ANOVA output of a simple linear regression analysis of the contribution of the availability of ICT resources to academic service delivery in private universities in South-South Nigeria

Model	Source	SS	df	MS	F	p
Overall service delivery	Regression	5857.93	1	5857.93	12.14	.001
	Residual	747206.80	1549	482.38		
	Total	753064.80	1550			
		B = .133; t = 3.49				
Research productivity	Regression	797.98	1	797.98	5.36	.021
	Residual	230810.80	1549	149.01		
	Total	231608.70	1550			
		B = .05; t = 2.31				
Community service	Regression	1041.21	1	1041.21	8.20	.004
	Residual	196656	1549	126.96		
	Total	197697.30	1550			
		B = .06; t = 2.86				
Instructional delivery	Regression	249.47	1	249.47	7.38	.007
	Residual	52355.63	1549	33.80		
	Total	52605.1	1550			
		B = .03; t = 2.72				

Predictor (Constant): Availability of ICT Resources

Source: Researcher's computation

Hypothesis 5

The rate of variance explained by the availability of instructional resources to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities is not significant in South-South Nigeria.

The availability of instructional resources is the independent variable in this hypothesis, whereas academic staff service delivery in terms of research productivity, instructional delivery, and community service is the dependent variable. At the .05 alpha level, a simple regression analysis was used to test the null hypothesis. Table 19 shows the results of the ANOVA output of the simple linear regression analysis. The results presented in Table 19 reveals that the availability of instructional resources made a significant contribution to the overall service delivery of academic staff ($F_{[1, 1549]} = 21.24$, $B = .18$, $t = 4.61$, $p < .05$), and in terms of research productivity ($F_{[1, 1549]} = 6.58$, $B = .06$, $t = 2.57$, $p < .05$), community service ($F_{[1, 1549]} = 14.42$, $B = .08$, $t = 3.80$, $p < .05$) and instructional delivery ($F_{[1, 1549]} = 21.34$, $B = .048$, $t = 4.62$, $p < .05$) in private universities in South-South Nigeria. According to these findings, the null hypothesis was rejected since the result was able to prove statistical significance.

However, the alternative hypothesis was retained because it was supported. Suggesting that the availability of instructional resources has a significant contribution to academic staff service delivery generally and specifically in terms of research productivity, teaching and community service at private universities. Rather than just talking in generalities, it was proven that an increase in the availability of instructional resources will bring about an increase in the range of academic staff service delivery generally (an 18% increase), and those pertaining to research productivity (a 6% increase), community service (an 18% increase) and instructional delivery (a 4.8% increase).

TABLE 19

ANOVA output of a simple linear regression analysis of the contribution of the availability of instructional resources to academic service delivery in private universities in South-South Nigeria

Model	Source	SS	Df	MS	F	Sig.
Overall service delivery	Regression	10188.26	1	10188.26	21.24	.000
	Residual	742876.5	1549	479.59		
	Total	753064.8	1550			
						B = .18; t = 4.61
Research productivity	Regression	979.963	1	979.96	6.58	.010
	Residual	230628.8	1549	148.89		
	Total	231608.7	1550			
						B = .06; t = 2.57
Community service	Regression	1823.302	1	1823.30	14.42	.000
	Residual	195874	1549	126.45		
	Total	197697.3	1550			
						B = .08; t = 3.80
Instructional delivery	Regression	714.73	1	714.73	21.34	.000
	Residual	51890.38	1549	33.50		
	Total	52605.1	1550			
						B = .048; t = 4.62

Predictor (Constant): Availability of instructional resources

Source: Researcher's computation

Hypothesis 6

There is no significant contribution of the rate of variance explained by the availability of recreational resources to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities.

The independent variable of this hypothesis is the availability of recreational resources while the dependent variable is academic staff service delivery in terms of research productivity, instructional delivery and community service. A simple linear regression analysis was performed to test the null hypothesis at the .05 level of significance. The ANOVA output of the regression analysis presented in Table 20 shows that the availability of recreational resources does not contribute significantly to academic staff service delivery generally ($F_{[1, 1549]} = 3.546$, $B = .073$, $t = 1.88$, $p > .05$) and in the dimensions of research productivity ($F_{[1, 1549]} = 0.63$, $B = .02$, $t = 0.79$, $p > .05$) and instructional delivery ($F_{[1, 1549]} = 0.47$, $B = .01$, $t = 0.68$, $p > .05$) in private universities.

It was, however, revealed that the contribution of the availability of recreational resources is significant in the community service dimension of academic staff service delivery in universities in South-South, Nigeria, $F_{[1, 1549]} = 5.91$, $B = .05$, $t = 2.43$, $p < .05$. More specifically, it was demonstrated that increasing the availability of recreational resources leads to an increase in academic staff service delivery in general (a 7.3% increase), as well as those related to research productivity (a 2% increase), community service (a 5% increase), and instructional delivery (a 1% increase).

TABLE 20

ANOVA output of a simple linear regression analysis of the contribution of the availability of recreational resources to academic service delivery in private universities in South-South Nigeria

Model	Source	SS	df	MS	F	p
Overall service delivery	Regression	1720.05	1	1720.05	3.55	.06
	Residual	751344.7	1549	485.05		
	Total	753064.8	1550			
						B = .073; t = 1.88
Research productivity	Regression	94.051	1	94.05	0.63	.43
	Residual	231514.7	1549	149.46		
	Total	231608.7	1550			
						B = .02; t = 0.79
Community service	Regression	751.122	1	751.12	5.91	.02
	Residual	196946.1	1549	127.14		
	Total	197697.3	1550			
						B = .05; t = 2.43
Instructional delivery	Regression	15.88	1	15.88	0.47	.49
	Residual	52589.23	1549	33.95		
	Total	52605.1	1550			
						B = .01; t = 0.68

Predictor (Constant): Availability of recreational resources

Source: Researcher's computation

Hypothesis 7

Incentive variables (career advancement opportunities, job security and staff empowerment) have no significant joint contribution to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.

The three incentive variables are the predictors in this hypothesis while the dependent variable is academic staff service delivery in terms of research productivity, instructional delivery and community service. A multiple linear regression analysis was performed to test the null hypothesis at the .05 alpha level. The ANOVA output of the analysis presented in Table 21 revealed that when taken together, the three incentive variables (career advancement opportunities, job security and staff empowerment) have a joint significant contribution to academic staff overall service delivery ($F_{[3, 1547]} = 6.02$, $\text{Adj. } R^2 = .01$, $p < .05$) and in terms of research productivity ($F_{[3, 1547]} = 5.20$, $\text{Adj. } R^2 = .01$, $p < .05$), community service ($F_{[3, 1547]} = 3.39$, $\text{Adj. } R^2 = .01$, $p < .05$), and instructional delivery ($F_{[3, 1547]} = 2.76$, $\text{Adj. } R^2 = .003$, $p < .05$). Based on this evidence, the null hypothesis was disregarded in favour of the alternate hypothesis.

This implies that incentive variables (career advancement opportunities, job security and staff empowerment) have a significant joint contribution to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South, Nigeria. It was revealed that the three incentive variables are jointly responsible for 1% of the total variance in academic staff service delivery generally and in terms of research and community service; while they accounted for 0.3% of the variation in terms of instructional delivery (Corroborating earlier results of path analysis in Fig. 4).

TABLE 21

ANOVA output of a simple linear regression analysis of the contribution of incentive variables to academic service delivery in private universities in South-South Nigeria

Model	Source	SS	df	MS	F	p	Adj. R ²
Overall Service Delivery	Regression	8687.80	3	2895.93	6.02	.00	.01
	Residual	744377	1547	481.18			
	Total	753064.8	1550				
Research Productivity	Regression	2314.02	3	771.34	5.20	.00	.01
	Residual	229294.7	1547	148.22			
	Total	231608.7	1550				
Community service	Regression	1292.50	3	430.83	3.39	.02	.01
	Residual	196404.8	1547	126.96			
	Total	197697.3	1550				
Instructional delivery	Regression	279.851	3	93.28	2.76	.04	.003
	Residual	52325.25	1547	33.82			
	Total	52605.1	1550				

Predictors (Constant): Staff empowerment, career advancement opportunities and job security

Source: Researcher's computation

Hypothesis 8

There is no significant rate of variance jointly explained by resource availability variables (availability of ICT, instructional and recreational resources) to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.

The three resource availability variables are predictors in this hypothesis with the dependent variable being academic staff service delivery in terms of research productivity, instructional delivery and community service. A multiple linear regression analysis was performed to test the null hypothesis at the alpha level of .05. The ANOVA output of the analysis presented in Table 21 revealed that when taken together, the three resource availability variables (availability of ICT, instructional and recreational resources) have a joint significant contribution to academic staff overall service delivery ($F_{[3, 1547]} = 10.72$, $\text{Adj. } R^2 = .02$, $p < .05$) and in terms of research productivity ($F_{[3, 1547]} = 3.60$, $\text{Adj. } R^2 = .01$, $p < .05$), community service ($F_{[3, 1547]} = 8.32$, $\text{Adj. } R^2 = .01$, $p < .05$), and instructional delivery ($F_{[3, 1547]} = 8.61$, $\text{Adj. } R^2 = .02$, $p < .05$).

The null hypothesis was rejected in favour of the alternative hypothesis as a result of the evidence presented. This implies that resource availability variables (such as the availability of information and communication technology, instructional, and recreational resources) make a significant contribution to academic staff service delivery in terms of research productivity, community service, and instructional delivery in private universities in Nigeria's South-South region. It was discovered that the three incentive variables together account for 2 per cent of the total variance in academic staff service delivery in general and in terms of instructional delivery in particular; however, they only account for 1 per cent of the total variance in research productivity and community service (Corroborating earlier results of path analysis in Fig. 5).

TABLE 22

ANOVA output of a simple linear regression analysis of the contribution of resource availability variables to academic service delivery in private universities in South-South Nigeria

Model	Source	SS	Df	MS	F	Sig.	Adj. R ²
Overall Service Delivery	Regression	15335.9	3	5111.95	10.72	.000	.02
	Residual	737728.9	1547	476.88			
	Total	753064.8	1550				
Research Productivity	Regression	1605.01	3	535.00	3.60	.013	.01
	Residual	230003.7	1547	148.68			
	Total	231608.7	1550				
Community service	Regression	3139.7	3	1046.56	8.32	.000	.01
	Residual	194557.6	1547	125.76			
	Total	197697.3	1550				
Instructional delivery	Regression	864.14	3	288.05	8.61	.000	.02
	Residual	51740.96	1547	33.45			
	Total	52605.1	1550				

Predictors (Constant): Availability of ICT, instructional and recreational resources

Source: Researcher's computation



Hypothesis 9

There is no significant rate of variance jointly explained by incentive (career advancement opportunities, job security and staff empowerment) and resource availability (availability of ICT, instructional and recreational resources) variables to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South Nigeria.

Six predictors clustered into two domains constituted the independent variables while the dependent variable is staff service delivery in terms of research productivity, instructional delivery and community service. A multiple linear regression analysis was performed to test the null hypothesis at the .05 alpha level. Results of the analysis, presented in Table 23 reveals that the joint contribution of incentives and resource availability variables to academic staff service delivery generally ($F_{[6, 1544]} = 8.27$, Adj. $R^2 = .03$, $p < .05$), and in terms of research productivity ($F_{[6, 1544]} = 4.39$, Adj. $R^2 = .01$, $p < .05$), community service ($F_{[6, 1544]} = 5.75$, Adj. $R^2 = .02$, $p < .05$) and instructional delivery ($F_{[6, 1544]} = 5.52$, Adj. $R^2 = .02$, $p < .05$) is statistically significant. It was further indicated that incentives and resource availability variables jointly account for 3% of the total variance in academic staff overall service delivery. In terms of research productivity, incentives and resource availability variables jointly contributed 1% to the total variance. In terms of staff community service and instructional delivery, a 2% variation is attributable jointly to incentives and resource availability variables.

TABLE 23

ANOVA output of a simple linear regression analysis of the contribution of incentives and resource availability variables to academic service delivery in private universities in South-South Nigeria

Model	Model	SS	Df	MS	F	Sig.	Adj. R ²
Overall Service Delivery	Regression	23456.76	6	3909.46	8.27	.00	.03
	Residual	729608	1544	472.54			
	Total	753064.8	1550				
Research Productivity	Regression	3883.15	6	647.19	4.39	.00	.01
	Residual	227725.6	1544	147.49			
	Total	231608.7	1550				
Community service	Regression	4317.1	6	719.51	5.75	.00	.02
	Residual	193380.2	1544	125.25			
	Total	197697.3	1550				
Instructional delivery	Regression	1105.1	6	184.19	5.52	.00	.02
	Residual	51499.96	1544	33.36			
	Total	52605.1	1550				

Predictors (Constant): Incentives and resource availability variables

Source: Researcher's computation

4.3. Discussion of findings

4.3.1. *Career advancement opportunities and academic staff service delivery in private universities in South-South Nigeria*

This study discovered that career advancement opportunities have a significant contribution to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities. This finding is not surprising because career advancement contributed to the overall service delivery of academic staff in private universities by an extent of 0.8%. In terms of research productivity, community service and instructional delivery, career advancement opportunities contributed 0.4%, 0.6% and 0.5% respectively. Due to this contribution, it was predicted that a unit increase in the career advancement of academic staff, other things being equal, will lead to an increase in academic staff service delivery generally by 28.3%, and in the dimensions of research productivity (by 10.6%), community service (by 12.1%) and instructional delivery (by 5.8%). The finding is not surprising because the advancement of staff careers offers them the opportunity to acquire new skills or upgrade previous skills in line with new demands. With the new skills, academic staff in private universities can engage in active instructional processes, research endeavours and community services.

This finding aligns with some of the tenets of the Scientific Management Theory which prescribes for institutional managers to pick, prepare, educate, and cultivate each employee scientifically so that the right individual is assigned to the right job. This study has proven that to improve staff service delivery and meet instructional goals, private universities' academic workforce needs new technologies, services, and resources. Advancing the careers of academic staff exposes them to these innovations for optimal service delivery. Practically, the finding agrees with the result of Pillay et al. (2015) which revealed that many respondents were not particularly motivated after training,

which may be attributed to the fact that training did not result in a promotion or job progression. The findings of the cited study further showed, and understandably so, that the mere promise of advancement would inspire workers to work hard. The results have shown that for the vast majority of respondents, job development contributed to inspiration and motivation.

This finding is also in tandem with the findings of other studies (e.g., Ayotola & Ishola, 2012; Saeed & Abdollah, 2013) that exposing academic staff to retaining opportunities for career advancement increase their service delivery effectiveness. Furthermore, the research of Eze (2016) also reported that the effectiveness of teachers was greatly increased by preparation and retraining. In another research, conducted in Anambra, a similar finding was reported by Oguejiofor and Ezenwanne (2020) that business educators' training and development is necessary to upskill their teaching standards in tertiary institutions. The finding of the present study corroborates that of Ikpesu and Ken-Ine (2019) that working standards and career growth, among other things, improved the job performance of non-academic staff members in universities. The cited study also proved that in Rivers State universities, that a strong connection exists between working environments, professional growth and the success of scholarly workers.

On the contrary, the finding in this aspect of the study contradicts the result of Bingilar and Etale (2014) which found that the promotion of human resources and the success of academic workers were found to be highly detrimental. The finding of the cited study implies that advancing the careers of academic staff through promotion decrease their chances of quality service delivery. The differences in the result of the cited and present study may be attributed to the variation in the areas where both studies were conducted. While the cited study was conducted in Bayelsa, the present study draws

from a large sample of respondents from states in South-South Nigeria. Another study by Adejare et al. (2020) showed also, on the contrary, that Because most Nigerian institutions do not purposely position new recruits to learn directly from an existing employee to boost their performance, on-the-job preparation has a substantial unfavorable correlation with the quality-of-service delivery. The mentioned research was conducted in Anambra state, while the current study was conducted in South-South, Nigeria, with an emphasis on private institutions. These differences in geography and demography may be responsible for different contexts, environments, respondents and hence results of both studies.

4.3.2. Job security and academic staff service delivery in private universities in South-South Nigeria

The second major finding of this study is that there is no significant contribution of job security to academic staff service delivery generally and in terms of community service and instructional delivery, but a significant contribution of job security exists on academic staff service delivery in terms of research productivity. Although no significant contribution was found of job security on academic staff service delivery generally and across two dimensions, the result did not indicate an absence of contribution. It means that any observed contribution is not substantial and must have been due to chance situations. This finding may have been so because job security is a feeling revolving around the feeling of employees about the risk associated with losing their jobs. This means that a higher rate of job security may be associated with improved academic performance but not to a significant extent. This may further be attributed to the emotional intelligence of academic staff which may have been responsible for their effective management of job insecurities to perform as expected. According to the report

of Huang et al. (2010), employees with higher levels of emotional intelligence are more able to process information and limit the negative effects associated with work security.

Furthermore, considering that private schools are well organised with strict work ethics and supervisory indices, an academic staff who may have displayed ineffectiveness due to job insecurity may be compelled to work 'effectively' due to environmental factors. In another sense, inconsistencies in the service delivery of academic staff, resulting from job insecurity or other associated factors, may lead to their timely dismissal. With this consciousness, many workers in private universities are compelled to discharge their services effectively (regardless of their psychology) or risk losing their jobs. This finding strengthens the scientific management theory of Frederick that is efficiency-driven. Taylor's theory has no provision for the feelings of workers so long as they keep meeting their daily task requirements. Under the scientific management tenets, workers should be fired if they are unproductive by not meeting minimum expectations. Therefore, whether academic staff are satisfied or feel secured about their jobs or not, most private schools are interested in their effective discharge of expected services or risk losing their jobs.

Empirically, the result of this study agrees with that of Makhdoom et al. (2019) showed that temporary workers perform higher than permanent employees because they are afraid of losing their jobs and are focusing on their success for the sake of stability and they feel that successful performance can contribute to job security. The study further established a marginal negative and poor association between perceived workplace security and employee performance; implying that the focus research firms are not using an appropriate performance appraisal program, and as a result, workers are unconcerned about their level of performance. On the contrary, the result of the present study disagrees with the finding of Imran et al. (2015) which discovered that a lack of work stability,

corporate fairness, and job satisfaction can all contribute to a drop in organizational efficiency. Similarly, Rahman and Raju's 2020 report, found on the contrary that job stability is directly linked to the desire to leave an organisation.

In terms of research productivity, a significant contribution of job security to academic staff service delivery is acknowledged, with the prediction that a unit increase in job security (other things being equal) will lead to a 9% improvement in academic staff research productivity in private universities. This implies that the more academic staff feel secured about their jobs, the more productive they will be in their research engagements. This seems justified considering that research is capital intensive and most often, external funding is unavailable to scholars in Nigeria generally. Therefore, the majority of the successful researchers in Nigeria seem to be those satisfied with their jobs. Even under 'publish or perish' researchers that are not secured about their jobs may feel little or no excitement about their promotion and may do little about it. This finding aligns with Hur and Perry (2019) who discovered that the nature of job security policies available in an institution may promote or hinder the job commitment of workers. However, the cited study assessed the perception of federal workers in the department of homeland security in the United States of America and not academic staff in universities.

4.3.3. Empowerment and academic staff service delivery in private universities in South-South Nigeria

The third finding of this study uncovered that empowerment has a significant contribution to academic staff service delivery generally and in terms of research productivity; but not in the dimension of academic staff community service and instructional delivery in private universities. This result is unsurprising because empowerment contributed a total of 0.3% to academic staff overall service delivery and 0.6% to staff research productivity in private universities in South-South Nigeria. The

prediction is that a unit in staff empowerment is associated with a 17% and 13.6% increase in academic staff service delivery generally and in terms of resource productivity. While a unit increase in empowerment was predicted to increase staff community service by 2.9% and decrease staff instructional delivery by 0.2%. The insignificance of the contribution to staff community service and instructional delivery respectively is due to the zero and 0.1 per cent contributions of empowerment.

These findings imply that empowering staff in private universities will lead to improved service delivery generally and in their research engagements to a significant extent. Empowerment may lead to improved service delivery but not to a significant extent. These positions are in line with Maslow's hierarchy of needs theory that specifies that the desire to meet higher-ordered needs sets in when lower-ordered needs are met. By empowering workers through love, job autonomy, and finances, they can address basic needs, safety and security concerns. Meeting these needs should make academic staff in private universities to be satisfied and be willing to discharge services as expected. This is in line with the position of Owan et al. (2020) that a variety of practices, equipment, and services, such as incentives, promotion, praises, correct selection, acknowledgement, and remuneration, should be used to socially inspire academic workers. Like the finding of this study, Owan et al. (2020), using a latent and manifest vector structure of a structural equation model, revealed that, inter alia, that psychological empowerment has a major impact on the affective, continuing and normative aspects of employee commitment.

This study's finding also agrees with the result of LLaurent (2016) that the vast majority of educators do their jobs with a high level of confidence and competence. This is because the majority of them arrived early to school, administered, graded exams, and attended staff meetings, as well as, other events beyond the teaching-learning situation.

The study discovered a connection between teachers' motivation, primarily intrinsic motivation, and their success in both public and private secondary schools in Tabora municipality.

In another perspective, the present study revealed that staff empowerment will lead to a decline in their instructional delivery in private universities. This finding is unexpected because the additional drive that comes with empowering staff ought to boost the morale of academic staff towards quality instructional delivery. However, where the opposite is observed (even though not significantly), fingers could be pointed towards personal variables such as the lifestyle of specific academic staff such as ego, pride and arrogance. It must be submitted succinctly that most workers start developing a lifestyle or an attitude of pride and arrogance once they are empowered with such resources as income, grants, cars, promotion, job autonomy and so on. This may lure most workers out of school or reduce their rate of teaching commitment.

This finding agrees with the finding of Nairuba (2011) that salary and salary payments don't directly affect the success of teachers. The researchers explained that fringe benefits such as allowances, acknowledgement, promotion and appreciation still depend on the availability of funds and perceptions of the management. Similarly, the research of Zalwango (2014) suggested subjectively that pay increases for teachers to meet high standards of living, appreciate excellent work, upgrade existing services, and among other things, strive to meet fixed objectives to improve the success of teachers at work. Empirically, the finding of the cited study showed that despite insufficient incentive, the performance of teachers is fine.

On the contrary, Victor and Babatunde (2014) found that encouraging imagination and ingenuity, appreciating sincere commitment, awarding outstanding titles, and recognizing accomplishment improve the performance of university lecturers.

This cited research also discovered that providing sufficient opportunities for career development and instructional facilities influences lecturer success. Although this aspect of the third finding of the present study contradicts the results of many other studies (e.g., Abiodun-Oyebanji, 2019; Adepoju et al., 2017; Ali et al., 2016; Ekabu, 2018), it opens up a new path for further researches in related areas to be conducted for further clarification in private universities. The contradictory findings between the majority of the opposing studies and the present study are owing to the disparity in the focus or areas of study. Most of the cited studies are based on public universities and secondary schools with the present study's focus on private universities.

4.3.4. Availability of ICT resources and academic staff service delivery in private universities in South-South Nigeria

The fourth finding of this study established that the availability of ICT resources significantly predicts academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities. This finding is so because the availability of ICT resources made a total contribution of 0.7% to the overall service delivery of academic staff in private universities in South-South, Nigeria. More specifically, the total contribution made by the availability of ICT resources to academic staff service delivery in terms of research productivity, community service and instructional delivery in private universities is 0.3%, 0.5% and 0.4% respectively. The study further predicted that other things being equal, an increment in the availability of ICT will lead to an increment in academic staff service delivery generally (by 13.3%), research productivity (by 5%), community service (by 6%) and instructional delivery (by 3%). This finding is anticipated because the more ICT resources are available and functional, the more academic staff will have working gadgets for quality service delivery generally.

This agrees with Taylor's Scientific Management Theory that holds that the provision of standard work conditions and tools improves workers efficiency in an organization. This study adds to the theory by proving empirically the established position in the theory from the perspective of private universities in the South-South region of a country in Sub-Saharan Africa. Practically, the finding in this aspect of the study is in tandem with the position of Odigwe and Owan (2020) that the availability of ICT facilities in good supply and rich variety and range is essential to enhancing teaching and learning. The finding corroborates other studies (e.g., Atah, 2019; Bruce & Baloyi, 2018; Egomo et al., 2012; Osuchukwu et al., 2017) that revealed different degrees in the availability of myriad ICT resources in secondary and tertiary institutions, as well as their utilisation for teaching.

In terms of research, the availability and functionality of ICT resources such as cloud storage, e-books, e-library, computers, social media fora, wired and wireless networks may enable academic staff in private universities to conduct an extensive literature search, review, data collection, analysis, build research collaboration and disseminate findings to a wider audience that will otherwise not have been possible if ICT resources are not available. This finding agrees with the result of Ikegwuro (2017) which showed that researchers use the internet for research and publishing information, e-journals, e-mail transmitting and so on. The cited study on the utilization of the Internet is related to the present study because the Internet is an ICT tool.

In terms of community service and instructional delivery, the availability/functionality of ICT resources may enable academic staff to deliver effective lessons, render remote counselling services, sensitization, monitor students' progress, make lessons practical, engaging and exciting. Modern sophisticated ICT resources can be used to tailor lessons to meet the individual learning needs of students. This finding

tallies with the result of Ikegwuro (2017) which showed that the internet services used mainly by academics are email services, so each researcher needs their ideas or opinions to be communicated and can submit a digital file to others.

The finding also corroborates the result of Soneye (2017) that the continuous improvement of business learning in universities in South-West Nigeria is largely limited by ICT capital. Out of 18 specific ICT resources that were assessed, only two (departmental computers and institutional websites) were available to a high extent, while only multimedia projectors were available to a moderate extent. Apart from these, resources such as internet connection facilities, e-learning software packages, multimedia classrooms (Audio Visual Centre), departmental website, accounting education software packages, office management education software packages, computer screen reading software, interactive whiteboard and video recorders were available to a low extent. The poor availability will ultimately lead to low utilisation and poor performance of teachers.

4.3.5. Availability of Instructional resources and academic staff service delivery in private universities in South-South Nigeria

The fifth finding of this study revealed that the availability of instructional resources has a significant contribution to academic staff service delivery generally and specifically in terms of research productivity, teaching and community service in private universities. This finding is so because the rate of variance explained by the availability of instructional resources to academic staff service delivery generally is 1.3%, as well as 0.4%, 0.9% and 1.3% in terms of research productivity, community service and instructional delivery in private universities. The study predicts that an increase in the availability of instructional resources will bring about an increase in the range of academic staff service delivery generally (by 18%), and those pertaining to research

productivity (by 6%), community service (by 18%) and instructional delivery (by 4.8%). This finding was anticipated because of the availability and functionality of instructional resources such as audio-visuales, charts, computers, filmstrips, graphing calculators, library, manuals, microphone, pamphlets, podcast, posters, real objects, slides, smart/interactive board, tablets, textbooks and transparencies, if followed with effective utilization, will contribute positively to academic staff service delivery in private universities in South Nigeria.

The finding of this study is in alignment with the provisions of the scientific management theory that does not support wasteful behaviour but emphasizes the provision of standard tools and work conditions. By making quality instructional resources available in private universities, academic staff will receive the needed support and enhancement to perform well. Therefore, supplying workers with useful materials is critical to the private university system. To improve their delivery and meet instructional goals, private universities' academic workforce needs new technologies, services, and resources. The finding supports the result of the research of Lyimo et al. (2017) which revealed that there is an inadequate number of textbooks other library resources such as reference books, maps and globes, charts, chairs and tables. The available ones are not properly managed. The cited study also found a significant relationship between the management of library resources and teachers work performance.

The result of the present study agrees with the result of Ekpa (2019) that there is a significant relationship between the provision of infrastructural facilities and provision of instructional materials and UBE teachers' role performance effectiveness respectively in Calabar Municipal Area Council of Cross River State. Although this study was carried out focusing on the UBE programme, it is related to the present study because the four areas assessed are related to some aspects of the present study. Furthermore, the

researcher linked these areas such as staff motivation (empowerment), provision of instructional materials, infrastructural facilities, retraining (career advancement opportunities) to the role performance of teachers. The finding also supports the result established by Mbon et al. (2019) that the efficiency of educational facilities, such as the quality of classrooms or the teaching staff, has an essential link to the efficient delivery of academic teaching services.

4.3.6. Availability of recreational resources and academic staff service delivery in private universities in South-South Nigeria

The sixth finding of this study established that the availability of recreational resources does not contribute significantly to academic staff service delivery generally and in the dimensions of research productivity and instructional delivery in private universities. It was, however, established that the contribution of the availability of recreational resources is significant in the community service dimension of academic staff service delivery in universities in South-South, Nigeria. This finding is well justified since the contribution of the availability of recreational facilities to staff overall service delivery in private universities in South-South, Nigeria is 0.2%. In the dimensions of research productivity and instructional delivery, the contribution of the availability of recreational resources was not significant because there was a zero rate of contribution. The contribution was, however, significant in the community service dimension because the availability of recreational facilities has a total contribution of 0.3% to staff service delivery in the aspect of community service. This finding implies that except for community service, the availability of recreational resources in private universities will not improve academic staff service delivery to a significant extent, other things being equal.

This finding may be attributed to the nature and types of recreational resources that are provided in universities and how they are being utilized by academics. It is common knowledge that recreational facilities are fun-based resources that are used for recreation and play. The use of these types of resources may ease stress, create a sense of relief, to building interpersonal ties and unity among staff but may not directly impact service delivery if they are not used in the instructional delivery process, research engagements or other service-oriented contexts. This may be used to explain the result of the sixth finding of the present study. The finding of this study contradicts the result of Bekom-Abang (2018) which revealed that the management of the classroom, library facilities, laboratory facilities and sports facilities, significantly relate to teachers' job effectiveness respectively. The cited study relates to the present research because sports facilities are recreational facilities and classroom facilities are instructional resources that can aid the extent to which teachers deliver lesson contents. The differences in the result may be due Bekom-Abang's focus on public secondary schools, while the present study assessed staff in private universities. Besides the cited study only presented findings from sports facilities only from a relatively small sample of respondents, while the present study presents evidence from a broad spectrum of seventeen recreational facilities, drawing from a relatively larger sample.

The availability of recreational resources may have contributed significantly to research productivity because modern research dissemination practices are done using mobile-friendly gadgets that can be used alongside recreational resources. This implies that scholars can disseminate electronic copies of their research output at the swimming pools, restaurants, drinking points and so on for increased or wider visibility and citations. This corroborates the result of Joseph-Shehu and Ncama (2020) that a lack of internal health policy and protocol, a lack of overload of jobs, expected and consistent

health awareness promotion and economic influences were factors that influence health-friendly lifestyle behaviours. The cited study also found that institutional wellness policies and protocols are important for enhancing employee health. Good people have become a healthy institution, and the employees have to be healthy for institutional purposes. The implication of the cited research to the present study is that some health facilities may serve recreational purposes.

4.3.7. Incentive and academic staff service delivery in private universities in South-South Nigeria

The seventh finding of this study discloses that incentive variables (career advancement opportunities, job security and staff empowerment) have a significant joint contribution to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South, Nigeria. This finding is not surprising because the three incentive variables are jointly responsible for 1% of the total variance in academic staff service delivery generally and in terms of research productivity and community service; while they accounted for 0.3% of the variation in terms of instructional delivery. This finding implies that a high rate in the provision of incentives to workers will lead to an increment in the overall and specific service delivery dimensions of academic staff. The result is not strange because the provision of multiple incentives such as career advancement, job security and empowerment will boost the psychological attributes of academic staff should stir up intrinsic and extrinsic drives for optimal service delivery.

This finding aligns with the Two-factor theory of Frederick Herzberg (1959) that the presence and removal of motivational factors such as success acknowledgement, work itself, accountability, promotion and personal development opportunities impact academic staff's feelings of fulfilment and disappointment in the university. When these

causes are present in an organisation, they contribute to optimism and successful service delivery. The theory also gives insight on those factors that can motivate academic staff to improve effectiveness in their service delivery and to increase the productivity of academic staff, while the absence of such factors could result in dissatisfaction and low morale of academic staff which will negatively affect their service delivery in terms of research productivity, instructional delivery and community service.

The finding also supports the submission of Owan et al. (2020) that a variety of practices, equipment, and services, such as incentives, promotion, praises, correct selection, acknowledgement, and remuneration, should be used to socially inspire academic workers. The result of the present study also corroborates the finding of Nairuba (2011) that to achieve efficiency in organisations, good working conditions were required. The cited study revealed further that the provision of incentives such as fringe benefits, allowances, acknowledgement, promotion and appreciation and rewards impacted the success of teachers.

4.3.8. Resource availability and academic staff service delivery in private universities in South-South Nigeria

The eight finding of this study confirmed that resource availability variables (such as the availability of information and communication technology, instructional, and recreational resources) make a significant contribution to academic staff service delivery generally and in terms of research productivity, community service, and instructional delivery in private universities in Nigeria's South-South region. It was discovered that the three incentive variables together account for 2 per cent of the total variance in academic staff service delivery in general and in terms of instructional delivery in particular; however, they only account for 1 per cent of the total variance in research productivity and community service. This finding is in line with the Scientific

management theory that postulates workers should be provided with standard tools to enable them to work efficiently. This implies that the more resources are provided in private universities, the more effective staff will utilise them for optimal service delivery.

The result agrees with the assertion of Asiabaka (2008) that all kinds of school and non-academic houses, equipment for academic and non-academic events, sporting and gambling services, sceneries, farms and gardens with trees, bridges and roads, furniture and toilet facilities, lighting, acoustics, warehouse and garage facilities, protection, transport, ICT, cleaning equipment, food services and facilities for people with physical problems are needed for teachers' quality service delivery. The result also corroborates the result of Mbugua (2011) which showed that secondary schools have been poorly provided with instructional materials and learning resources for math; teachers and students still do not use the available services adequately, which is a serious issue, as mathematics is an abstract subject that involves the abstraction of the learners' concepts by these materials; The availability of school services and the productivity of teachers were both significantly influenced.

4.3.9. Incentives, resource availability and academic staff service delivery in private universities in South-South Nigeria

The ninth major finding of this study revealed that the joint contribution of incentives and resource availability variables to academic staff service delivery generally, and in terms of research productivity, community service and instructional delivery is statistically significant. It was further indicated that incentives and resource availability variables jointly account for 3% of the total variance in academic staff overall service delivery. In terms of research productivity, incentives and resource availability variables jointly contributed 1% to the total variance. In terms of staff community service and instructional delivery, a 2% variation is attributable jointly to incentives and resource

availability variables. This finding implies that providing incentives and making resources available simultaneously will strongly improve the service delivery of academic staff in terms of research, teaching and community service. This finding is not surprising since it tallies with Maslow's hierarchy of needs theory. Incentives and other resources are very important support stimuli that can boost academic staff readiness to discharge services expectedly.

The result corroborates the finding position of Bassey and Owan (2018) that considering that grants for research opportunities are limited, the increment in salaries that should follow their promotion will not only enhance the quality of their life but can also leave them with something that could be used to communicate their research to the wider society through publication in reputable journals. Furthermore, a study has revealed that employees who are empowered are more satisfied with their employment and as a result, their corporate loyalty grows (Tarigan, 2015). The result also strengthens the result of Owan et al. (2020) that, the composite effect of working-life policies and psychic empowerment is significant on the three dimensions of academic staff job commitment in public universities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The findings and conclusions of this study are summarized in this chapter, along with some suggestions for future research. The following is how this chapter was structured:

5.1. Summary of the study

5.2. Conclusion

5.3. Recommendations

5.4. Suggestions for further research.

5.1. Summary of the study

This study assessed the nexus of incentives and resource availability to academic staff service delivery in private universities in South-South region of Nigeria. There are two central independent variables in this study – incentives and resource availability. Incentives, as an independent variable was further operationalized into three sub-variables (career advancement opportunities, job security and staff empowerment). Similarly, resource availability was also broken down into three proxies as the availability of ICT, instructional and recreational resources. The dependent variable of this study (academic staff service delivery) was also treated generally and specifically in terms of research productivity, community service and instructional delivery. The study assessed the relative and composite contributions of incentives and resource availability variables to academic staff service delivery in private universities. The study was grounded in three theoretical frameworks – Scientific Management Theory (Taylor, 1911), Hierarchy of Needs Theory (Maslow, 1943) and Two-Factor Theory (Herzberg, 1966).

To drive the study, nine explicit objectives and nine accompanying research questions, as well as null hypotheses, were established. Relevant literature connected to the research was addressed according to the study's sub-variables. The cross-sectional survey research design was used in this study. The participants of the study were 2,484 academic personnel from 15 private institutions spread throughout five states in the South South region of Nigeria. One state (Bayelsa) was not included in the study for not having a private university at the time of the research. The researcher adopted the cluster random sampling technique to group the private universities in South-South Nigeria, based on the states where they are located.

In each cluster, the simple random sampling technique was adopted to select 60 per cent of the available universities. The sample of this study comprised 1,648 academic staff that was drawn from nine randomly selected private universities in the South-South region of Nigeria. Three instruments designed by the researcher served the purpose of data collection. These include the Incentives and Resource Availability Questionnaire (IRAQ), Staff Research Productivity and Community Service Questionnaire (SRPCSQ) and the Staff Instructional Delivery Questionnaire (SIDQ). The instruments were validated by six experts (three of Research, Measurement and Evaluation; three of Educational Planning), as well as the supervisor. The reliability of the various sub-scales of the three instruments was determined, using the Cronbach alpha approach, with coefficients ranging from .83 to .95.

The researcher, with the support of nine staff and ten research assistants, visited the schools and administered copies of the questionnaires to the targeted respondents. Collected data were subjected to descriptive statistical analysis (such as mean, standard deviation, and percentages) and inferential statistics (simple linear regression, multiple linear regression and structural equation modelling). The statistical analysis was aided

through the use of a combination of spreadsheet, statistical and modelling programmes such as Excel, SPSS, JASP and AMOS Graphics. Research questions were answered, using descriptive statistics while the null hypotheses were tested at the .05 level of significance, using inferential statistics. Findings revealed that:

1. career advancement opportunities have a significant contribution to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South, Nigeria;
2. there is no significant contribution of job security to academic staff service delivery generally and in terms of community service and instructional delivery, but a significant contribution of job security exists on academic staff service delivery in terms of research productivity in private universities in South-South, Nigeria;
3. empowerment has a significant contribution to academic staff service delivery generally and in terms of research productivity, but not in the dimension of academic staff community service and instructional delivery in private universities in South-South, Nigeria;
4. the availability of ICT resources significantly predicts academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South, Nigeria;
5. the availability of instructional resources has a significant contribution to academic staff service delivery generally and specifically in terms of research productivity, teaching and community service at private universities in South-South, Nigeria;
6. the availability of recreational resources does not contribute significantly to academic staff service delivery generally and in the dimensions of research

- productivity and instructional delivery, but contributes significantly to the dimension of community service in private universities in South-South, Nigeria;
7. incentive variables (career advancement opportunities, job security and staff empowerment) have a significant joint contribution to academic staff service delivery in terms of research productivity, instructional delivery and community service in private universities in South-South, Nigeria;
 8. resource availability variables (such as the availability of ICT, instructional, and recreational resources) make a significant contribution to academic staff service delivery generally and in terms of research productivity, community service, and instructional delivery in private universities in South-South, Nigeria;
 9. the joint contribution of incentives (such as career advancement opportunities, job security and staff empowerment) and resource availability variables (such as the availability of ICT, instructional, and recreational resources) to academic staff service delivery generally and in terms of research productivity, community service and instructional delivery is statistically significant in private universities in South-South, Nigeria.

5.2. Conclusion

Based on the findings of this study, it was concluded generally that incentives and resource availability are very important elements necessary to promote the service delivery of academic staff generally in universities. To boost the research productivity, community services and instructional delivery of academic staff in private universities, factors related to incentives and different classes of resources should be made readily available in their functional states. This implies that private universities that are ready to provide incentives and make resources available to the teaching workforce are more

likely to record quality instructional delivery than those without. The conclusion of this study is very critical due to its theoretical, practical and research implications. The study has been able to contribute in advancing the Scientific Management Theory, Maslow's Hierarchy of Needs Theory and Herzberg's Two-Factor Theory from the perspective of academic staff in private universities, by providing findings that support some of the tenets of the theories listed. Practically, the conclusion of this study has provided the management of private universities in South-South Nigeria and beyond, with a useful blueprint that should enable them make plans that will improve the services of staff using incentives and provision of functional resources. Lastly, the study has been able to bridge the gap of limited studies on related areas in South-South Nigeria, which should enable future researchers to build on.

5.3. Recommendations

Based on the conclusion of this study, the following recommendations were made.

- i. The management of private universities should ensure that opportunities are provided for academic staff to advance their careers for optimal service delivery. This can be achieved through regular promotion, the provisions of educational development programmes, sponsoring/supporting staff external conference attendance, and so on.
- ii. The management of private universities should formulate policies that will strengthen the sense of job security among academic staff. This can be done through the development of a pension or retirement plan, commensurate payment of salaries in line with their equals in public universities. Academic staff should

also ensure that they maintain positive attitudes towards service delivery as they anticipate or pray for better policies to be formulated to promote job security.

- iii. The management of private universities should ensure that academic staff are empowered by assigning responsibilities that align with their rank, providing financial support, rewarding staff with outstanding performance, and incorporating them the decision-making process and so on.
- iv. Myriad of functional information and communication technology resources (such as computers, e-books, printers/photocopiers, projectors, scanners, networking tools, internet subscriptions, wired and wireless networks and so on) should be provided in their right quantities to various departments for staff utilization. The utilization of these resources will contribute to staff service delivery in a digital era.
- v. Functional instructional resources such as charts, computers, posters, microphones, smart/interactive boards, tablets, textbooks, libraries, transparencies and many more, should be supplied in adequate quantities to all departments. The deployment of these resources will contribute to academic staff service delivery in terms of teaching, research and community services in universities.
- vi. The management of private universities should ensure that recreational resources (such as cinemas, dance clubs, gym facilities, social clubs, sports clubs, swimming pools, sports facilities and so on) are provided adequately for academic staff relaxational, leisure and recreational purposes. Obsolete recreational resources in private universities should be repaired or replaced in a timely manner.

5.4. Suggestions for further research

The following areas were suggested for further research.

- i. This work could be replicated for other geo-political zones or specific states in Nigeria.
- ii. Works, similar to this one, could also be carried out in public (government-owned) universities in selected geo-political zones or specific states in Nigeria. This is without prejudice to what has been said about the abundance of literature on university education in South-South Nigeria
- iii. The same study should be carried out at the secondary education level to determine whether there is any variation.
- iv. Similar studies should be conducted with the integration of other incentives and resources that were not covered in this study.
- v. A mixed-methods study based on a larger sample size and using other sub-variables not studied in the present study, should be conducted by prospective researchers to expand the scope of this study.

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APPENDIX I

INCENTIVES AND RESOURCE AVAILABILITY QUESTIONNAIRE (IRAQ)

Department of Educational
Management,
Faculty of Education,
University of Calabar,
Calabar, Nigeria.

Dear respondent,

This instrument seeks to obtain data about incentives, resource availability and academic staff service delivery in South-South Nigeria. The researcher anticipates your honest response to the items enlisted in this instrument to aid an academic exercise in the above-mentioned institution. The researcher hereby assures you that the data collected shall be anonymized, aggregated and treated with the utmost confidentiality. None of your personal information shall be disclosed to anybody at any time and the data shall be shredded upon the completion of this exercise. By responding to this questionnaire, you have consented to participate in this research.

Thanks,
Researcher.

SECTION A: PERSONAL DATA

Instruction: Kindly provide your personal information by ticking in the spaces provided against each factor.

Gender: Male []; Female []

Age: Below 20–29 yrs []; 30–39 yrs []; 40–49 yrs []; 50 yrs upward []

Marital Status: Single []; Married []

Educational qualification: Master's degree []; Doctorate Degree []

Rank: Asst. Lect. []; Lect. II []; Lect. I. []; Senior Lect. []; Assoc. Prof. []; Professor []

Provide information on one of the course(s) you taught/currently teach

Course

Title: _____

Course

Code: _____

SECTION B: STAFF INCENTIVES

Instruction: Kindly tick in the spaces provided to indicate the extent to which you agree or disagree with the under listed statements in each item. Kindly use the key below as a guide:

SA = Strongly Agree;

A = Agree;

D = Disagree;

SD = Strongly Disagree

S/N	ITEMS	RESPONSE OPTIONS			
		SA	A	D	SD
CAREER ADVANCEMENT OPPORTUNITIES					
1	I have been a beneficiary of the educational development programme offered to academic staff in my institution				
2	My institution has never supported to gain membership of professional organizations of my discipline				
3	I have attended an international conference that was funded by my institution in the past				
4	My institution does not subscribe to reputable electronic libraries for staff to access relevant materials needed to teach effectively				
5	Retraining opportunities are usually provided yearly to staff in my department to upgrade their skills				
6	I struggle to access quality literature materials that are paywalled by publishers due to a lack of institutional access				
7	Annual conferences are organised in my institution for academic staff in my discipline to discuss current issues				
8	Grants to conduct empirical research investigations are not provided annually to deserving academics in my institution				
JOB SECURITY		SA	A	D	SD
9	I am not worried about my future career in the organization				
10	The complaints of employees are not treated fairly in my institution resulting in job losses for underdogs				
11	I feel very comfortable in my job as an academic staff of my department				
12	My earnings are not fair in comparison to my activities in the institution				
13	No factors are threatening my position in the institution				
14	I am always afraid because career enhancement is not possible in my institution for staff with low competencies				
15	My institution does not care even if all employees quit the organization				
16	Appointments in my institution are based on staff competence				
STAFF EMPOWERMENT		SA	A	D	SD
17	Additional responsibilities are not assigned to me even after being promoted to a higher rank				
18	My institution does not provide financial support to staff in serious need of help				
19	There is always an increment in my salary whenever I am promoted to a new rank				
20	There is always an undue delay in the payment of my salaries				
21	Staff with outstanding performance are often rewarded in my institution				
22	Employees are not always allowed to make decisions about new ideas in my department				
23	Staff are usually offered leave opportunities in my institution				
24	There has never been an increment in my rank since I was employed				

SECTION C: RESOURCE AVAILABILITY RATING SCALE (RARS)

Instruction: This section is structured into four clusters/domains containing a list of specific resources. You are required to rate the extent to which each of the specific resources is available and functional in your department or institution. Use the following key as a guide for the rating.

Key for availability

0 = Not Available
1 = Somewhat Available
2 = Quite Available
3 = Very Available

Key for functionality

0 = Not functional
1 = Somewhat functional
2 = Quite functional
3 = Very functional

CLUSTER 1: AVAILABILITY OF ICT RESOURCES

Indicate the extent to which the following ICT resources are available and functional in your department

S/ N	ITEMS	Availability				Functionality			
		0	1	2	3	0	1	2	3
1	Cloud storage (e.g., Google Drive, One drive & dropbox)	0	1	2	3	0	1	2	3
2	E-books	0	1	2	3	0	1	2	3
3	E-library databases	0	1	2	3	0	1	2	3
4	Firewalls	0	1	2	3	0	1	2	3
5	Laptop/Desktop Computers	0	1	2	3	0	1	2	3
6	Online multimedia resources	0	1	2	3	0	1	2	3
7	Photocopiers /Printers	0	1	2	3	0	1	2	3
8	Projectors	0	1	2	3	0	1	2	3
9	Scanners	0	1	2	3	0	1	2	3
10	Digital bulletin boards	0	1	2	3	0	1	2	3
11	Social media forums (E.g., WhatsApp & Telegram groups)	0	1	2	3	0	1	2	3
12	Specialized Software licenses	0	1	2	3	0	1	2	3
13	Networking tools (E.g., routers, hubs, switches)	0	1	2	3	0	1	2	3
14	Active Internet Bundles/Subscriptions	0	1	2	3	0	1	2	3
15	Wireless Fidelity (Wi-Fi) Network	0	1	2	3	0	1	2	3
16	Zoom videoconferencing subscription	0	1	2	3	0	1	2	3
17	Physical storage devices (E.g., backup disks, USB, DVDs)	0	1	2	3	0	1	2	3

CLUSTER 2: AVAILABILITY OF INSTRUCTIONAL RESOURCES

Indicate the extent to which the following instructional resources are available and functional in your department

S/N	ITEMS	Availability				Functionality			
		0	1	2	3	0	1	2	3
1	Audio-visuals	0	1	2	3	0	1	2	3
2	Charts	0	1	2	3	0	1	2	3
3	Computers	0	1	2	3	0	1	2	3
4	Filmstrips	0	1	2	3	0	1	2	3
5	Graphing calculators	0	1	2	3	0	1	2	3
6	Library	0	1	2	3	0	1	2	3
7	Manuals	0	1	2	3	0	1	2	3
8	Microphone	0	1	2	3	0	1	2	3
9	Pamphlets	0	1	2	3	0	1	2	3
10	Podcast	0	1	2	3	0	1	2	3
11	Posters	0	1	2	3	0	1	2	3
12	Real objects	0	1	2	3	0	1	2	3
13	Slides	0	1	2	3	0	1	2	3

APPENDIX II

STAFF RESEARCH PRODUCTIVITY AND COMMUNITY SERVICE
QUESTIONNAIRE (SRPCSQ)

SECTION A: RESEARCH PRODUCTIVITY

Instruction: Kindly respond to the following by filling the appropriate spaces provided against items.

S/N	Items	Qty
1	Number of grants won	
2	Number of books published	
3	Number of books edited	
4	Number of published chapters in books	
5	Number of monographs developed	
6	Number of conference papers presented	
7	Number of postgraduate students supervised	
8	Number of undergraduate students supervised	
9	Total number of current citation count on Google Scholar	
10	Current h-index score on Google Scholar	
11	Number of Published articles (including only empirical papers, conceptual papers, literature reviews, systematic reviews and meta-analyses in both local or foreign journals)	
12	Number of papers published in Web of Science (Thompson Reuters) and/or Scopus indexed Journals	
13	Number of papers in journals published by one or all of the following publishers: Elsevier, Sage, TandFonline, Springer and Nature	

SECTION B: COMMUNITY SERVICE

Instruction: Rate the extent to which you take part in the following community services using the rating scale provided below.

0 = No participation

1 = Low extent of participation

2 = Average extent participation

3 = High extent of participation

4 = Very high extent of participation

S/N	ITEM	0	1	2	3	4
1	Rendering counselling services to new students					
2	Forming non-profit partnerships with other change agents					
3	Participating in knowledge creation campaigns					
4	Rendering volunteer services					
5	Supporting sensitisation campaigns to freshers					
6	Engaging in charity movements					
7	Creating avenues for special learners to receive support					
8	Helping students to access scholarship opportunities					
9	Contributing to social development					
10	Contributing to cultural development					
11	Waste management engagements					
12	Participation in sanitation services					

APPENDIX III

STAFF INSTRUCTIONAL DELIVERY QUESTIONNAIRE (SIDQ)

Dear student, this questionnaire is for an academic exercise aimed at collecting data on the instructional delivery of your lecturer. You are to provide information on the lecturer teaching the following course:

Course

Title: _____

Course Code: _____

Instruction: Kindly rate the extent to which you agree or disagree with the statements made against each item below. Kindly use the key below as a guide:

SA = Strongly Agree;

A = Agree;

D = Disagree;

SD = Strongly Disagree

S/N	ITEMS	SA	A	D	SD
	My teacher:				
1	present problems to learners for them to identify possible solutions to them while teaching				
2	does not give students real-life situations to identify actions related to the problem				
3	does not initiate discussions with students with efforts made to elicit their participation most times				
4	does not have enough time to demonstrate tasks to students expecting them to perform the same using actual/improvised resources after exhibition				
5	does not engage students to make use of game simulations specific to different lesson contents				
6	Does not tailor his/her lessons for learners to complete at their own pace				
7	does tries as much as possible to relate with some students to develop personal ties needed for their professional growth				
8	often delivers information to a large group of students with little time allocated for question/answer activity				
9	finds it very easy grouping students to address a collectively assigned task				