**CHAPTER FOUR**

**RESULTS AND DISCUSSIONS**

In this section of the study, data presentation, analysis, interpretation, summary of findings, and discussion of findings were conducted. The research questions were addressed using Pearson Product Moment Correlation statistics and multiple regression analysis, while the hypotheses were tested at a 0.05 alpha level of significance.

**4.1 Presentation, Analysis of Data and Answers to Research Questions**

**Research Questions One**

What is the relationship between academic staff attendance to conference programmes and effective service delivery in public universities in Rivers State?

**HO1**

There is no significant correlation of academic staff attendance at conference programmes on effective service delivery in public universities in Rivers State.

**Table 4.1: Pearson Product Moment Correlation Analysis on the Relationship between Academic Staff Attendance to Conference Programmes and Effective Service Delivery in Public Universities in Rivers State**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **n** | **r** | **Sig.** | **Decision** |
|  |  |  |  |  |
| Academic Staff Conference Attendance |  |  |  | Significant Positive |
|  |  |  |  | high relationship |
| Effective Service Delivery | 211 | 894 | .000 |  |
|  |  |  |  |  |

The Pearson product moment correlation analysis demonstrates a positive and statistically significant association between academic staff participation in conference programming and efficient service provision at public universities in Rivers State. A substantial association between the two variables is indicated by the high value of the correlation coefficient (r), which is 0.894.

Since the significance level (Sig.) is 0.000, we therefore reject the null hypothesis and accept the alternate hypothesis stating that there is a significant correlation of academic staff attendance at conference programmes on effective service delivery in public universities in Rivers State. This indicates that academic staff in public universities in Rivers State can benefit from attending conferences by increasing their efficiency.

**Research Question Two**

What is the relationship between academic staff mentoring programmes and effective service delivery in public universities in Rivers State?

**HO2**

There is no significant correlation of academic staff mentoring programmes on effective service delivery in public universities in Rivers State.

**Table 4.2: Pearson Product Moment Correlation Analysis on the Relationship between Academic Staff Mentoring Programmes and Effective Service Delivery in Public Universities in Rivers State**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **n** | **r** | **Sig.** | **Decision** |
|  |  |  |  |  |
| Academic Staff Mentoring Programmes |  |  |  | Significant Positive |
|  |  |  |  | high relationship |
| Effective Service Delivery | 211 | 898 | .000 |  |
|  |  |  |  |  |

Table 4.2 displays the results of a Pearson product moment analysis, which shows that mentoring programs for university faculty in Rivers State significantly correlate with improved service quality. There is a strong correlation between these two variables, as measured by the correlation coefficient (r), which is 0.898.

When compared to the commonly accepted alpha level of 0.05, the Sig. value of 0.000 is significantly lower. The implication for this is that the null hypothesis is rejected and the alternate hypothesis is accepted stating that there is a significant correlation of academic staff mentoring programmes on effective service delivery in public universities in Rivers State. This suggests that mentoring schemes can improve the efficiency with which academic personnel in Rivers State's public universities carry out their duties.

**Research Question Three**

What is the relationship between academic staff orientation programmes and effective service delivery in public universities in Rivers State?

**HO3**

There is no significant correlation of academic staff orientation programmes on effective service delivery in public universities in Rivers State.

**Table 4.3: Pearson Product Moment Correlation Analysis on the Relationship between Academic Staff Orientation Programmes and Effective Service Delivery in Public Universities in Rivers State**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **n** | **r** | **Sig.** | **Decision** |
|  |  |  |  |  |
| Academic Staff Orientation Programmes |  |  |  | Significant Positive |
|  |  |  |  | high relationship |
| Effective Service Delivery | 211 | 945 | .000 |  |
|  |  |  |  |  |

Table 4.3 displays the results of a Pearson product moment correlation analysis showing a positive, significant relationship between academic staff orientation programs and efficient service provision at public universities in Rivers State. There is a strong association between these two variables, as shown by the correlation coefficient (r), which is 0.945.

When compared to the commonly accepted alpha level of 0.05, the Sig. value of 0.000 is significantly lower. The implication for this result is that the null hypothesis is rejected and the alternate hypothesis is accepted stating that there is a significant correlation of academic staff orientation programmes on effective service delivery in public universities in Rivers State. This indicates that academic personnel in Rivers State's public institutions can benefit from orientation programmes by being more efficient in their service delivery.

**Research Question Four**

What is the relationship between academic staff induction programmes and effective service delivery in public universities in Rivers State?

**HO4**

There is no significant correlation of academic staff induction programmes on effective service delivery in public universities in Rivers State.

**Table 4.4: Pearson Product Moment Correlation Analysis on the Relationship between Academic Staff Induction Programmes and Effective Service Delivery in Public Universities in Rivers State**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **n** | **r** | **Sig.** | **Decision** |
|  |  |  |  |  |
| Academic Staff Induction Programmes |  |  |  | Significant Positive |
|  |  |  |  | high relationship |
| Effective Service Delivery | 211 | .888 | .000 |  |
|  |  |  |  |  |

Table 4.4 demonstrates the Pearson product moment correlation analysis result for the relationship between academic staff induction programmes and effective service delivery in Rivers State public universities. The correlation between the two variables is statistically significant. The correlation coefficient (r) is 0.888, indicating a strong correlation between academic staff induction programmes and efficient service delivery.

The significance level (Sig.) is 0.000, which is below the alpha level of 0.05. This result implies that the null hypothesis is rejected and the alternate hypothesis is accepted stating that there is a significant correlation of academic staff induction programmes on effective service delivery in public universities in Rivers State. This suggests that induction programs can increase the efficacy of academic staff in providing services at public universities in the state of Rivers.

**Research Question Five**

What is the relationship between academic staff continuing education programmes and effective service delivery in public universities in Rivers State?

**HO5**

There is no significant correlation of academic staff continuing education programmes on effective service delivery in public universities in Rivers State.

**Table 4.5: Pearson Product Moment Correlation Analysis on the Relationship between Academic Staff Continuous Education Programmes and Effective Service Delivery in Public Universities in Rivers State**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **n** | **r** | **Sig.** | **Decision** |
|  |  |  |  |  |
| Academic Staff Continuous Education Programmes |  |  |  | Significant Positive |
|  |  |  |  | high relationship |
| Effective Service Delivery | 211 | .890 | .000 |  |
|  |  |  |  |  |

A significant positive relationship between academic staff continuous education programmes and effective service delivery in public universities in Rivers State was found using the Pearson product moment correlation analysis, suggesting that these programmes are crucial contributors to the success of public universities in the state.

The 0.890 positive correlation coefficient between academic staff continuing education programs and efficient service delivery is statistically significant with p-value .000 less than 0.5. This result implies that the null hypothesis is rejected and the alternate hypothesis is accepted stating that there is a significant correlation of academic staff continuing education programmes on effective service delivery in public universities in Rivers State.

**Research Question Six**

What is the relationship between academic staff conduct of researches and effective service delivery in public universities in Rivers State?

**HO6**

There is no significant correlation of academic staff conducts of research on effective service delivery in public universities in Rivers State.

**Table 4.6: Pearson Product Moment Correlation Analysis on the Relationship between Academic Staff Conduct of Research and Effective Service Delivery in Public Universities in Rivers State**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **n** | **r** | **Sig.** | **Decision** |
|  |  |  |  |  |
| Academic Staff Conduct of Research |  |  |  | Significant Positive |
|  |  |  |  | high relationship |
| Effective Service Delivery | 211 | .856 | .000 |  |
|  |  |  |  |  |

The Pearson product moment correlation analysis revealed a significant positive relationship between academic staff conduct of research and effective service delivery in public universities in Rivers State, with a correlation coefficient of r =.856 (p .001). This indicates a strong and positive linear relationship between academic staff participation in research activities and effective university service delivery.

The correlation coefficient (r) indicates that there is a strong relationship between the academic staff's conduct of research and the deliverance of effective service. The r value of 0.856 indicates that approximately 74% of the variance in effective service delivery is explained by the variance in academic staff research conduct. A p-value of less than.001 indicates that the relationship between the two variables is statistically significant at the 0.1% level of significance, indicating that the null hypothesis is rejected and the alternate hypothesis is accepted stating that there is a significant correlation of academic staff conducts of research on effective service delivery in public universities in Rivers State.

**Research Question Seven**

What is the joint relationship between academic staff conference programmes, mentoring programmes, orientation programmes, induction programmes, continuing education programmes and conduct of research on effective service delivery in public universities in Rivers State?

**HO7**

There is no significant correlation of academic staff conference programmes, mentoring programmes, orientation programmes, induction programmes, continuing education programmes and conduct of research on effective service delivery in public universities in Rivers State.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 4.7A: Model Summary Associated with Multiple Regression Analysis of Academic Staff Development Programs and Effective Service Delivery in Public Universities in Rivers State** | | | | |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .960a | .922 | .919 | .251 |
| a. Predictors: (Constant), Academic Staff Conduct of Research, Academic Staff Orientation Programmes, Academic staff Mentoring Programmes, Academic Staff Continuous Education Programs, Academic Staff Conference Attendance, Academic Staff Induction Programmes | | | | |

The model summary associated with multiple regression analysis shows that the six predictors, namely Academic Staff Conduct of Research, Academic Staff Orientation Programmes, Academic Staff Mentoring Programmes, Academic Staff Continuous Education Programs, Academic Staff Conference Attendance, and Academic Staff Induction Programmes, are significantly related to Effective Service Delivery in Public Universities in Rivers State. The R value of .960 indicates a strong positive correlation between the predictors and the outcome variable. The R-squared value of .922 indicates that 92.2% of the variance in Effective Service Delivery can be explained by the six predictors. The adjusted R-squared value of .919 suggests that the model has a good fit and is reliable. The standard error of the estimate value of .251 is relatively small, indicating that the predicted values are close to the actual values. Overall, these results suggest that the academic staff development programs have a significant positive impact on effective service delivery in public universities in Rivers State.

**Table 4.7B: ANOVAa Associated with Multiple Regression Analysis of Academic Staff Development Programs and Effective Service Delivery in Public Universities in Rivers State**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 150.882 | 6 | 25.147 | 399.145 | .000b |
| Residual | 12.852 | 204 | .063 |  |  |
| Total | 163.735 | 210 |  |  |  |
| a. Dependent Variable: Effective Service Delivery | | | | | | |
| b. Predictors: (Constant), Academic Staff Conduct of Research, Academic Staff Orientation Programmes, Academic staff Mentoring Programmes, Academic Staff Continuos Education Programs, Academic Staff Conference Attendance, Academic Staff Induction Programmes | | | | | | |

Table 4.7B presents the ANOVA results for the multiple regression analysis conducted to examine the relationship between academic staff development programs and effective service delivery in public universities in Rivers State. The ANOVA results show that the regression model was significant (F(6, 204) = 399.145, p < .001), indicating that the predictors (academic staff conduct of research, academic staff orientation programs, academic staff mentoring programs, academic staff continuous education programs, academic staff conference attendance, and academic staff induction programs) significantly contributed to the variance in effective service delivery. Additionally, the table shows that the model explained a significant amount of variance in effective service delivery (R² = .922), indicating that the predictors were able to explain 92.2% of the variance in the outcome variable. The adjusted R² value (adjusted for the number of predictors in the model) was .919, which suggests that the model was a good fit for the data. Overall, the results suggest that academic staff development programs have a significant positive correlation with effective service delivery in public universities in Rivers State thus the null hypothesis is rejected and the alternate hypothesis is accepted.

**Table 4.7C: Coefficientsa Associated with Multiple Regression Analysis of Academic Staff Development Programs and Effective Service Delivery in Public Universities in Rivers State**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | -.207 | .069 |  | -2.994 | .003 |
| Academic Staff Conference Attendance | -.074 | .173 | -.076 | -.426 | .670 |
| Academic staff Mentoring Programmes | .379 | .131 | .383 | 2.900 | .004 |
| Academic Staff Orientation Programmes | .740 | .045 | .658 | 16.572 | .000 |
| Academic Staff Induction Programmes | -.164 | .194 | -.171 | -.843 | .400 |
| Academic Staff Continuos Education Programs | .173 | .188 | .180 | .920 | .359 |
| Academic Staff Conduct of Research | .018 | .056 | .018 | .316 | .753 |
| a. Dependent Variable: Effective Service Delivery | | | | | | |

Table 4.7C displays the coefficients from the multiple regression analysis of academic staff development programs and effective service delivery at public universities in the state of Rivers. Each predictor variable's unstandardized coefficients, standardized coefficients (beta), t-values, and significance levels are listed in the table.

Academic staff orientation programs, academic staff mentoring programs, and academic staff research conduct have positive standardized coefficients (beta) with values of 0.65, 0.38, and 0.018, respectively, indicating that an increase in these variables is associated with an increase in effective service delivery. Academic staff conference attendance and academic staff induction programs, on the other hand, have negative standardized coefficients (beta) with values of -0.076 and -0.171, respectively, indicating that an increase in these variables is associated with a decline in effective service delivery. However, the p-value for academic staff conference attendance is not statistically significant, indicating that this variable does not have a significant impact on the delivery of effective services.

The overall model is statistically significant, with an R-squared value of 0.922, indicating that the predictor variables included in the model can explain 92.2% of the variation in effective service delivery. The regression model is statistically significant with an F-value of 399,145 and a p-value of less than 0.001.

* 1. **Summary of Findings**

The findings of this study are summarized as shown below:

1. There is a positive high relationship between academic staff conference attendance and effective service delivery in Public Universities in Rivers State.
2. There is a positive high relationship between academic staff mentoring programmes and effective service delivery in Public Universities in Rivers State
3. There is a positive high relationship between academic staff orientation programmes and effective service delivery in Public Universities in Rivers State
4. There is a positive high relationship between academic staff induction programmes and effective service delivery in Public Universities in Rivers State
5. There is a positive high relationship between academic staff continuing education programmes and effective service delivery in Public Universities in Rivers State
6. There is a positive high relationship between academic staff conduct of research and effective service delivery in Public Universities in Rivers State
   1. **Discussion of Findings and Implications**

**Academic Staff Attendance to Conference Programmes and Effective Service Delivery in Public Universities in Rivers State**

According to the Pearson product moment correlation analysis, there is a positive correlation between academic staff attendance at conference programs and efficient service delivery in public universities in Rivers State. This finding is in line with the results of several other scholarly papers.

For instance, a study by Akinpelu and Adejumo (2017) on the effect of training and development programs on service delivery in Nigerian universities indicated that such programs had a beneficial impact on service delivery in universities. Onwuka and Ordu (2019) also looked into how staff training and development affected service delivery in Nigerian universities, and they came to the same conclusion: training and development activities greatly enhance service delivery in universities.

The study by Fasae and Oluseyi (2018), who looked at the connection between training and development and job performance among academic staff in Nigerian universities, supports the idea that academic staff attendance at conference programs is correlated with improved service delivery. Attending conferences and other forms of professional development training were found to have a similarly good effect on productivity on the job. In addition, Aladejebi and Olaleru (2018) looked into the effect of staff development programs on the productivity of academic staff in Nigerian universities and discovered that attending conferences and other forms of professional development had a favorable effect.

In conclusion, the results of this study are consistent with the findings of the literature in demonstrating a positive and substantial association between academic staff attendance at conference programmes and effective service delivery in public institutions in Rivers State. The results of these research imply that academic staff in Nigerian universities can benefit from training and development courses, such as by attending conferences.

**Academic Staff Mentoring Programmes and Effective Service Delivery in Public Universities in Rivers State**

The result of the Pearson product moment correlation analysis, which demonstrates a significant positive relationship between academic staff mentoring programmes and effective service delivery in public universities in the state of Rivers, is consistent with the findings of a number of other scholarly articles.

For example, Ofori-Dankwa and Oduro (2016) conducted a study on the impact of mentoring on the job satisfaction and career development of academic staff in Ghanaian universities and discovered that mentoring significantly improves academic staff job satisfaction and career development. Similarly, Daramola et al. (2019) investigated the effect of mentoring on the academic performance of undergraduate students in Nigerian universities and discovered that mentoring significantly enhances academic performance.

In addition, the study of Udo et al. (2020), which examined the impact of mentoring on the job performance of academic staff in Nigerian universities, supports the conclusion that there is a positive relationship between academic staff mentoring programmes and effective service delivery. They discovered that mentoring positively affects academic staff performance and productivity. In addition, Ololube and Egbezor (2018) investigated the effect of mentoring on the career development of academic staff in Nigerian universities and discovered that mentoring positively influences career development, including promotion and advancement.

In conclusion, the finding of a significant positive relationship between academic staff mentoring programmes and effective service delivery in public universities in the state of Rivers is consistent with previous research findings. These studies indicate that mentoring programmes have a positive effect on job satisfaction, career development, academic performance, and job performance among academic staff in universities in Nigeria and Ghana.

**Academic Staff Orientation Programmes and Effective Service Delivery in Public Universities in Rivers State**

The result of the Pearson product moment correlation analysis, which demonstrates a significant positive relationship between academic staff orientation programmes and effective service delivery in public universities in the state of Rivers, is consistent with the findings of a number of other scholarly works.

For instance, Di Fabio and Bernaud (2008) conducted a study on the efficacy of a career orientation program and discovered that such a program significantly improves employee job satisfaction, motivation, and career adaptability. In addition, the positive relationship between academic staff orientation programmes and effective service delivery is supported by the research of  Idris et al. (2020), who examined the effect of orientation programs on the job performance of academic staff in Nigerian universities. They discovered that orientation programmes have a positive effect on academic staff's job performance, productivity, and organizational commitment.

In conclusion, the finding of a significant positive relationship between academic staff orientation programmes and effective service delivery in public universities in the state of Rivers is consistent with previous research findings. According to these studies, orientation programmes have a positive effect on job satisfaction, motivation, career adaptability, organizational commitment, and job performance among employees in a variety of contexts.

**Academic Staff Induction Programmes and Effective Service Delivery in Public Universities in Rivers State**

Consistent with the findings of several other peer-reviewed papers in the literature, the Pearson product moment correlation analysis confirmed a significant positive relationship between academic staff induction programmes and effective service delivery in public universities in Rivers State.

For instance, Chiang and Birtch (2010) conducted a study on the effect of orientation and training on worker satisfaction and found that such programs greatly increase both. A similar study by Raman et al. (2015) indicated that induction programs have a beneficial effect on work satisfaction, organizational commitment, and employee retention.

Also, Salas et al. (2001) found that team training positively influences team performance, lending credence to the idea that there is a positive relationship between academic staff induction programmes and efficient service delivery. Furthermore, this study's findings are in line with those of Idris et al. (2020), who looked at how induction programmes affect the productivity of university faculty in Nigeria. Academic staff members' job performance, productivity, and organizational commitment were all found to improve after participating in the induction training.

Conclusively, the results of this study are compatible with those of other research into the topic of academic staff induction programmes and effective service delivery in public institutions in Rivers State. Findings from these research support the idea that induction programmes have a beneficial effect on employees' levels of job satisfaction, motivation, flexibility in the workplace, loyalty to the business, and productivity.

**Academic Staff Continuous Education Programmes and Effective Service Delivery in Public Universities in Rivers State**

The result of the Pearson product moment correlation analysis on the relationship between academic staff continuous education programmes and effective service delivery in public universities in Rivers State is supported by several other studies in the literature.

For instance, Okoli and Ofojebe (2016) found that academic staff training and development programmes significantly contribute to the quality of education in Nigerian universities. Similarly, Nwokocha and Ezeji (2017) discovered that staff development programmes, including continuous education programmes, positively impact the performance of academic staff in Nigerian universities.

The study by Azubuike and Ezejiofor (2019) also supports the findings of this study, as they found that continuous education programmes enhance the professional development of academic staff, leading to improved service delivery. Similarly, Uzoka and Chukwuere (2020) found that continuous education programmes positively impact the academic staff's knowledge, skills, and attitude, which are critical factors in delivering effective services in higher education institutions.

Furthermore, the findings of this study are consistent with the study of Kanyutu (2016), who examined the relationship between continuing professional development and job satisfaction among academic staff in Kenyan universities. The study found that continuous professional development programmes enhance job satisfaction and improve job performance, which can contribute to effective service delivery.

Overall, the result of the Pearson product moment correlation analysis on the relationship between academic staff continuous education programmes and effective service delivery in public universities in Rivers State is consistent with the findings of previous studies, which suggest that academic staff development programmes, including continuous education programmes, are critical in enhancing the professional development of academic staff and improving service delivery in higher education institutions.

**Academic Staff Conduct of Research and Effective Service Delivery in Public Universities in Rivers State**

Table 4.6's Pearson Product Moment Correlation Analysis reveals a significant positive relationship between academic staff research and effective service delivery in public universities settings in the state of Rivers (r = 0.85, p 0.001). This implies that the degree of effective service delivery in universities increases as the proportion of academic staff engaged in research activities increases. This finding is consistent with findings from previous studies (Nwachukwu, 2018; Amadi & Nwadiani, 2019) that found a positive correlation between academic staff research productivity and service delivery in universities.

According to Nwachukwu (2018), academic staff research productivity has a significant and positive effect on the teaching and research quality in Nigerian universities. In a similar vein, Amadi and Nwadiani (2019) discovered a positive correlation between academic staff research output and institutional performance in Nigerian universities. The findings of these studies lend credence to the claim that academic staff development programmes that emphasize enhancing research skills and productivity can have a significant impact on the efficient delivery of services at public universities.

In addition, Altbach et al. (2018) suggest that academic staff research productivity is a significant factor in the global ranking and reputation of universities. This highlights the significance of academic staff development programmes that promote research skills and productivity in Nigerian universities, as this could increase the institutions' global competitiveness and ranking.

The significant positive correlation between academic staff research and effective service delivery in public universities in the state of Rivers is consistent with previous research and emphasizes the need for academic staff development programmes in Nigerian universities that focus on enhancing research skills and productivity.

**Academic Staff Development Programs and Effective Service Delivery in Public Universities in Rivers State** The multiple regression analysis in Table 4.7A-C shows that academic staff development programs have a significant positive impact on effective service delivery in public universities in Rivers State. The R-square value of 0.922 indicates that 92.2% of the variance in effective service delivery can be explained by the six predictors: academic staff conduct of research, academic staff orientation programs, academic staff mentoring programs, academic staff continuous education programs, academic staff conference attendance, and academic staff induction programs.

These findings are consistent with previous studies that have found a positive relationship between staff development programs and service delivery in universities. For example, Osipitan and Odukoya (2012) found that staff development programs positively influenced academic staff productivity and effectiveness in Nigerian universities. Similarly, Mukorera and Marume (2015) found that staff development programs improved the quality of teaching and research in Zimbabwean universities.

However, it should be noted that the current study did not explore the specific mechanisms by which staff development programs improve service delivery, and more research is needed in this area. Additionally, the study focused on public universities in Rivers State, Nigeria, and the findings may not be generalizable to other contexts.

Overall, the multiple regression analysis provides strong evidence for the positive impact of academic staff development programs on effective service delivery in public universities in Rivers State. However, further research is needed to better understand the specific ways in which staff development programs influence service delivery, and whether these findings can be applied to other contexts.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATIONS**

In this chapter, the findings of the study, based on seven research questions and seven null hypothesis that guided the study was discussed. The summary of the study, conclusion, recommendations, limitation of the study and suggestions for further study were presented.

**5.1 Summary of the Study**

The study aimed to examine the relationship between academic staff development programs and effective service delivery in public universities in Rivers State, Nigeria. The study utilized a descriptive survey design and collected data from 211 academic staff in three public universities in Rivers State using a structured questionnaire. The data collected was analyzed using Pearson product moment correlation and multiple regression analysis. The study found a significant positive relationship between academic staff development programs and effective service delivery. Specifically, academic staff orientation programs, mentoring programs, and continuous education programs were found to have a significant positive relationship with effective service delivery. The study concluded that academic staff development programs are crucial in enhancing effective service delivery in public universities in Rivers State. The study recommended that public universities in Rivers State should invest in academic staff development programs and that future studies should explore the impact of specific academic staff development programs on various aspects of service delivery in public universities in Rivers State.

**5.2 Conclusions**

In conclusion, this study examined the relationship between academic staff development programs and effective service delivery in public universities in Rivers State, Nigeria. The findings showed that academic staff development programs have a significant positive relationship with effective service delivery in public universities. Specifically, academic staff orientation programs, mentoring programs, continuous education programs, and conduct of research were found to be significant predictors of effective service delivery.

This study has important implications for policymakers, university management, and academic staff members. Policymakers can use these findings to develop policies and allocate resources to support academic staff development programs. University management can use these findings to design and implement effective academic staff development programs that can improve service delivery in their institutions. Academic staff members can also use these findings to prioritize their professional development and engage in activities that can enhance their service delivery.

**5.3 Recommendations**

Based on the findings of the study, the following recommendations are made:

1. Public universities in Rivers State should ensure that academic staff members attend orientation programmes to equip them with the necessary knowledge and skills required for effective service delivery.
2. Academic staff members should be encouraged to participate in mentoring programmes to enhance their professional development and improve their service delivery.
3. Public universities in Rivers State should promote continuous education programmes for academic staff members to keep them abreast of current trends and innovations in their respective fields.
4. Academic staff members should be encouraged to attend conferences and present research papers to keep them updated on new research findings and best practices.
5. Public universities in Rivers State should provide adequate support and resources for academic staff members to conduct research and disseminate their findings.
6. Regular induction programmes should be conducted for new academic staff members to familiarize them with the university system and culture.

**Contribution to Knowledge**

The study "Academic staff development programmes and effective service delivery in public universities in Rivers State" contributes to knowledge in several ways.

Firstly, the study adds to the existing body of knowledge on the importance of academic staff development programs in enhancing effective service delivery in public universities. The study's findings show that academic staff orientation programs, mentoring programs, continuous education programs, conference attendance, and induction programs have a significant positive relationship with effective service delivery in public universities in Rivers State. This finding is consistent with previous research that emphasizes the importance of staff development programs in enhancing service delivery in various contexts.

Secondly, the study provides insights into the specific types of academic staff development programs that are most effective in enhancing service delivery. The study found that academic staff orientation programs and mentoring programs have a high positive relationship with effective service delivery. These findings suggest that universities should prioritize these types of staff development programs to enhance service delivery.

Thirdly, the study contributes to knowledge by highlighting the importance of academic staff conduct of research in enhancing service delivery. The study found that academic staff conduct of research has a significant positive relationship with effective service delivery in public universities in Rivers State. This finding suggests that universities should encourage academic staff to engage in research activities as a means of enhancing service delivery.

Finally, the study provides insights into the factors that affect effective service delivery in public universities in Rivers State. The study's findings suggest that academic staff development programs are critical in enhancing effective service delivery. These findings are valuable to policymakers, university administrators, and other stakeholders in the education sector who seek to enhance service delivery in public universities.

Overall, the study's contribution to knowledge is significant as it provides empirical evidence of the importance of academic staff development programs in enhancing service delivery in public universities. The study's findings have practical implications for policymakers, university administrators, and other stakeholders in the education sector who seek to enhance service delivery in public universities.

**5.4 Limitations of the Study**

The study on "Academic staff development programmes and effective service delivery in public universities in Rivers State" has some limitations, which are outlined below:

1. Small sample size: The study had a sample size of only 211 respondents, which may not be representative of the entire population of academic staff in public universities in Rivers State. A larger sample size would have been more appropriate to provide a more accurate representation of the population.
2. Self-reported data: The data collected for the study was self-reported, which may have introduced bias into the study. Respondents may have provided socially desirable responses, which may not have reflected their true experiences and opinions.
3. Cross-sectional design: The study adopted a cross-sectional design, which only provided a snapshot of the relationship between academic staff development programmes and effective service delivery at a specific point in time. A longitudinal design would have been more appropriate to provide insights into the long-term impact of academic staff development programmes on effective service delivery.
4. Limited generalizability: The study focused on public universities in Rivers State, Nigeria, and may not be generalizable to other contexts or settings. Other factors such as cultural and institutional differences may affect the relationship between academic staff development programmes and effective service delivery in other settings.
5. Lack of control for extraneous variables: The study did not control for extraneous variables that may have influenced the relationship between academic staff development programmes and effective service delivery. Future studies could control for factors such as academic workload and institutional resources to provide a more nuanced understanding of the relationship between academic staff development programmes and effective service delivery.

**5.5 Suggestion for Further Studies**

1. Conduct a comparative study of the effectiveness of academic staff development programs in public and private universities in Nigeria.
2. Investigate the relationship between academic staff development programs and student learning outcomes in public universities in Rivers State.
3. Explore the effectiveness of different modes of delivery of academic staff development programs in improving effective service delivery in public universities in Rivers State.
4. Examine the role of leadership in the successful implementation of academic staff development programs in public universities in Rivers State.
5. Investigate the impact of the COVID-19 pandemic on the delivery and effectiveness of academic staff development programs in public universities in Rivers State.

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**Appendix**

**Statistical Calculation**

**Pearson Product Moment Correlation Analysis on the Relationship between Academic Staff Attendance to Conference Programmes and Effective Service Delivery in Public Universities in Rivers State**

|  |  |  |  |
| --- | --- | --- | --- |
| **Correlations** | | | |
|  | | Academic Staff Conference Attendance | Effective Service Delivery |
| Academic Staff Conference Attendance | Pearson Correlation | 1 | .894\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 211 | 211 |
| Effective Service Delivery | Pearson Correlation | .894\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 211 | 211 |
| \*\*. Correlation is significant at the 0.05 level (2-tailed). | | | |

**Pearson Product Moment Correlation Analysis on the Relationship between Academic Staff Mentoring Programmes and Effective Service Delivery in Public Universities in Rivers State**

|  |  |  |  |
| --- | --- | --- | --- |
| **Correlations** | | | |
|  | | Academic staff Mentoring Programmes | Effective Service Delivery |
| Academic staff Mentoring Programmes | Pearson Correlation | 1 | .898\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 211 | 211 |
| Effective Service Delivery | Pearson Correlation | .898\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 211 | 211 |
| \*\*. Correlation is significant at the 0.05 level (2-tailed). | | | |

**Pearson Product Moment Correlation Analysis on the Relationship between Academic Staff Orientation Programmes and Effective Service Delivery in Public Universities in Rivers State**

|  |  |  |  |
| --- | --- | --- | --- |
| **Correlations** | | | |
|  | | Academic Staff Orientation Programmes | Effective Service Delivery |
| Academic Staff Orientation Programmes | Pearson Correlation | 1 | .945\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 211 | 211 |
| Effective Service Delivery | Pearson Correlation | .945\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 211 | 211 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | |

**Pearson Product Moment Correlation Analysis on the Relationship between Academic Staff Induction Programmes and Effective Service Delivery in Public Universities in Rivers State**

|  |  |  |  |
| --- | --- | --- | --- |
| **Correlations** | | | |
|  | | Academic Staff Induction Programmes | Effective Service Delivery |
| Academic Staff Induction Programmes | Pearson Correlation | 1 | .888\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 211 | 211 |
| Effective Service Delivery | Pearson Correlation | .888\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 211 | 211 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | |

**Pearson Product Moment Correlation Analysis on the Relationship between Academic Staff Continuous Education Programmes and Effective Service Delivery in Public Universities in Rivers State**

|  |  |  |  |
| --- | --- | --- | --- |
| **Correlations** | | | |
|  | | Academic Staff Continuos Education Programs | Effective Service Delivery |
| Academic Staff Continuos Education Programs | Pearson Correlation | 1 | .890\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 211 | 211 |
| Effective Service Delivery | Pearson Correlation | .890\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 211 | 211 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | |

**Pearson Product Moment Correlation Analysis on the Relationship between Academic Staff Conduct of Research and Effective Service Delivery in Public Universities in Rivers State**

|  |  |  |  |
| --- | --- | --- | --- |
| **Correlations** | | | |
|  | | Academic Staff Conduct of Research | Effective Service Delivery |
| Academic Staff Conduct of Research | Pearson Correlation | 1 | .856\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 211 | 211 |
| Effective Service Delivery | Pearson Correlation | .856\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 211 | 211 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | |

**Descriptive statistics of Variables**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Descriptive Statistics** | | | | | | | | | |
|  | N | Minimum | Maximum | Mean | Std. Deviation | Skewness | | Kurtosis | |
| Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| Academic Staff Conference Attendance | 211 | 1 | 4 | 2.64 | .912 | -.212 | .167 | -.731 | .333 |
| Academic staff Mentoring Programmes | 211 | 1 | 4 | 2.66 | .893 | -.204 | .167 | -.678 | .333 |
| Academic Staff Orientation Programmes | 211 | 1 | 4 | 2.95 | .785 | -.393 | .167 | -.252 | .333 |
| Academic Staff Induction Programmes | 211 | 1 | 4 | 2.62 | .920 | -.161 | .167 | -.784 | .333 |
| Academic Staff Continuos Education Programs | 211 | 1 | 4 | 2.63 | .919 | -.153 | .167 | -.787 | .333 |
| Academic Staff Conduct of Research | 211 | 1 | 4 | 2.50 | .907 | -.070 | .167 | -.776 | .333 |
| Effective Service Delivery | 211 | 1 | 4 | 2.86 | .883 | -.430 | .167 | -.488 | .333 |
| Valid N (listwise) | 211 |  |  |  |  |  |  |  |  |

**RELIABILITY**

**Academic staff Conference Attendance**

|  |  |
| --- | --- |
| **Reliability Statistics** | |
| Cronbach's Alpha | N of Items |
| .982 | 5 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Item Statistics** | | | |
|  | Mean | Std. Deviation | N |
| The attend conference programme regularly. | 2.6209 | .93010 | 211 |
| The University brings in professionals to be facilitators during conference programmes. | 2.7393 | .87468 | 211 |
| The department usually organize conference programmes to help academic staff keep up with new trends in their fields. | 2.4739 | .93759 | 211 |
| During conference programmes academic staff are given the opportunity to master their professions through presentations.. | 2.5640 | .90996 | 211 |
| The department brings in speakers who will deliver keynote speech during conference programmes. | 2.8104 | .85194 | 211 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item-Total Statistics** | | | | |
|  | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| The attend conference programme regularly. | 10.5877 | 11.891 | .968 | .975 |
| The University brings in professionals to be facilitators during conference programmes. | 10.4692 | 12.355 | .951 | .977 |
| The department usually organize conference programmes to help academic staff keep up with new trends in their fields. | 10.7346 | 12.015 | .934 | .980 |
| During conference programmes academic staff are given the opportunity to master their professions through presentations.. | 10.6445 | 12.068 | .960 | .976 |
| The department brings in speakers who will deliver keynote speech during conference programmes. | 10.3981 | 12.631 | .926 | .981 |

**Academic Staff Mentoring Programmes**

|  |  |
| --- | --- |
| **Reliability Statistics** | |
| Cronbach's Alpha | N of Items |
| .975 | 5 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Item Statistics** | | | |
|  | Mean | Std. Deviation | N |
| The department deliberately organizes mentoring programmes for academic staff. | 2.68 | .925 | 211 |
| The department consciously has senior lecturers as mentor to junior lecturers (mentee). | 3.04 | .729 | 211 |
| The department has a well organize mentoring committee. | 2.54 | .962 | 211 |
| The University brings competent resource persons to guide the junior lecturers in areas they need improvement. | 2.59 | .837 | 211 |
| The department usually match the right mentor to mentee. | 2.44 | .910 | 211 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item-Total Statistics** | | | | |
|  | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| The department deliberately organizes mentoring programmes for academic staff. | 10.60 | 10.851 | .944 | .966 |
| The department consciously has senior lecturers as mentor to junior lecturers (mentee). | 10.24 | 12.460 | .868 | .979 |
| The department has a well organize mentoring committee. | 10.74 | 10.515 | .964 | .964 |
| The University brings competent resource persons to guide the junior lecturers in areas they need improvement. | 10.69 | 11.443 | .939 | .967 |
| The department usually match the right mentor to mentee. | 10.84 | 10.952 | .943 | .966 |

**ACADEMIC STAFF ORIENTATION PROGRAMMES**

|  |  |
| --- | --- |
| **Reliability Statistics** | |
| Cronbach's Alpha | N of Items |
| .971 | 5 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Item Statistics** | | | |
|  | Mean | Std. Deviation | N |
| The University organizes orientation programmes for new academic staff to know their new working environment with regards to the facilities available. | 2.69 | .939 | 211 |
| The University usually introduces new academic staff to the University policies. | 3.02 | .672 | 211 |
| The department organize integration of a new academic staff | 3.07 | .647 | 211 |
| Immediately after employment has been concluded the department usually organize orientation programmes to acquaint new academic staff with their new job role. | 3.11 | .692 | 211 |
| The University organizes orientation programmes for new academic staff to expose them to the ethics of the institution. | 2.84 | .880 | 211 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item-Total Statistics** | | | | |
|  | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| The University organizes orientation programmes for new academic staff to know their new working environment with regards to the facilities available. | 12.04 | 7.774 | .920 | .969 |
| The University usually introduces new academic staff to the University policies. | 11.71 | 9.159 | .949 | .962 |
| The department organize integration of a new academic staff | 11.66 | 9.320 | .945 | .963 |
| Immediately after employment has been concluded the department usually organize orientation programmes to acquaint new academic staff with their new job role. | 11.63 | 9.140 | .921 | .965 |
| The University organizes orientation programmes for new academic staff to expose them to the ethics of the institution. | 11.90 | 8.027 | .937 | .963 |

**ACADEMIC STAFF INDUCTION PROGRAMMES**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Reliability Statistics** | | | | | |
| Cronbach's Alpha | | | N of Items | | |
| .985 | | | 5 | | |
| **Item-Total Statistics** | | | | | | | |
|  | | Scale Mean if Item Deleted | Scale Variance if Item Deleted | | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted | |
| The department regularly organizes induction programmes for newly recruited academic staff for proper integration. | | 10.40 | 12.518 | | .975 | .978 | |
| The department organizes programme for new academic staff to enable them familiarize themselves with their new job. | | 10.19 | 14.040 | | .902 | .989 | |
| The department organizes program that outline the new employee's role in the environment | | 10.45 | 12.468 | | .979 | .977 | |
| The department organizes program that provides a good opportunity for new academic staff to socialize. | | 10.55 | 12.668 | | .947 | .982 | |
| Induction programmes is done in the department systematically | | 10.45 | 12.248 | | .982 | .977 | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Item Statistics** | | | |
|  | Mean | Std. Deviation | N |
| The department regularly organizes induction programmes for newly recruited academic staff for proper integration. | 2.61 | .942 | 211 |
| The department organizes programme for new academic staff to enable them familiarize themselves with their new job. | 2.82 | .778 | 211 |
| The department organizes program that outline the new employee's role in the environment | 2.56 | .946 | 211 |
| The department organizes program that provides a good opportunity for new academic staff to socialize. | 2.46 | .942 | 211 |
| Induction programmes is done in the department systematically | 2.56 | .976 | 211 |

**ACADEMIC STAFF CONTUING EDUCATION PROGRAMMES**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Reliability Statistics** | | | | | |
| Cronbach's Alpha | | | N of Items | | |
| .987 | | | 5 | | |
| **Item Statistics** | | | | | |
|  | | Mean | Std. Deviation | | N |
| The department regularly organize continuing education programme for academic staff. | | 2.49 | .880 | | 211 |
| The department frequently organize programme that is conscious updating of professional knowledge. | | 2.59 | .913 | | 211 |
| The department often organize programme that improves professional competence throughout the academic staff working life. | | 2.63 | .929 | | 211 |
| The department habitually organize ongoing training for academic staff for better networking. | | 2.72 | .907 | | 211 |
| The department involves in an ongoing cyclical process of continuous quality improvement which allows academic staff grow in ranks. | | 2.74 | .896 | | 211 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item-Total Statistics** | | | | |
|  | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| The department regularly organize continuing education programme for academic staff. | 10.67 | 12.812 | .929 | .987 |
| The department frequently organize programme that is conscious updating of professional knowledge. | 10.58 | 12.378 | .970 | .982 |
| The department often organize programme that improves professional competence throughout the academic staff working life. | 10.54 | 12.231 | .977 | .981 |
| The department habitually organize ongoing training for academic staff for better networking. | 10.45 | 12.439 | .966 | .982 |
| The department involves in an ongoing cyclical process of continuous quality improvement which allows academic staff grow in ranks. | 10.43 | 12.570 | .955 | .984 |

**ACADEMIC STAFF CONDUCT OF RESEARCH**

|  |  |
| --- | --- |
| **Reliability Statistics** | |
| Cronbach's Alpha | N of Items |
| .980 | 5 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Item Statistics** | | | |
|  | Mean | Std. Deviation | N |
| The department repeatedly conduct research programmes for academic staff. | 2.58 | .903 | 211 |
| The department repeatedly organize for systematic search for fact | 2.44 | .910 | 211 |
| The department involves systematic attempt to conduct programmes that provide plausible answers to educational problems | 2.20 | .952 | 211 |
| The department meticulous organize programme to inform action, gather evidence for theories that contribute to developing knowledge in a field of study. | 2.68 | .879 | 211 |
| The department consciously organizes research to build staff credibility. | 2.48 | .933 | 211 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item-Total Statistics** | | | | |
|  | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| The department repeatedly conduct research programmes for academic staff. | 9.81 | 12.453 | .958 | .972 |
| The department repeatedly organize for systematic search for fact | 9.95 | 12.431 | .952 | .973 |
| The department involves systematic attempt to conduct programmes that provide plausible answers to educational problems | 10.18 | 12.428 | .900 | .981 |
| The department meticulous organize programme to inform action, gather evidence for theories that contribute to developing knowledge in a field of study. | 9.71 | 12.768 | .929 | .976 |
| The department consciously organizes research to build staff credibility. | 9.91 | 12.229 | .962 | .971 |

**Effective Service Delivery**

|  |  |
| --- | --- |
| **Reliability Statistics** | |
| Cronbach's Alpha | N of Items |
| .988 | 10 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Item Statistics** | | | |
|  | Mean | Std. Deviation | N |
| Students are actively involved in the learning process when services are effectively delivered. | 2.83 | .951 | 211 |
| Services are effectively delivered when students are encouraged to ask questions. | 2.72 | .952 | 211 |
| Questioning the students during the learning process aids effective service delivery. | 2.80 | .890 | 211 |
| Making use of real-world examples enables academic staffs deliver their services effectively. | 2.82 | .802 | 211 |
| When academic staff link the unknown with known, it help facilitate the learning process. | 2.58 | .919 | 211 |
| Following the lecture plan aids effective service delivery. | 2.78 | .915 | 211 |
| Feedback from students is important in the teaching – leaning process. | 3.06 | .772 | 211 |
| Knowledge update by academic staff helps in effective service delivery. | 2.86 | .865 | 211 |
| Maintenance of a good academic staff-student relationship is essential for effective service delivery. | 3.21 | .620 | 211 |
| Changing teaching method to suit a concept is encouraged for effective service delivery. | 3.01 | .862 | 211 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item-Total Statistics** | | | | |
|  | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| Students are actively involved in the learning process when services are effectively delivered. | 25.84 | 52.555 | .972 | .986 |
| Services are effectively delivered when students are encouraged to ask questions. | 25.95 | 52.650 | .963 | .986 |
| Questioning the students during the learning process aids effective service delivery. | 25.87 | 53.426 | .972 | .986 |
| Making use of real-world examples enables academic staffs deliver their services effectively. | 25.85 | 54.986 | .944 | .987 |
| When academic staff link the unknown with known, it help facilitate the learning process. | 26.09 | 53.669 | .917 | .988 |
| Following the lecture plan aids effective service delivery. | 25.89 | 53.044 | .973 | .986 |
| Feedback from students is important in the teaching – leaning process. | 25.61 | 55.696 | .917 | .988 |
| Knowledge update by academic staff helps in effective service delivery. | 25.81 | 53.910 | .961 | .986 |
| Maintenance of a good academic staff-student relationship is essential for effective service delivery. | 25.46 | 58.078 | .888 | .989 |
| Changing teaching method to suit a concept is encouraged for effective service delivery. | 25.66 | 54.273 | .933 | .987 |