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EXPLORING THE INTERPLAY OF STAFF SUPERVISION, SECURITY MANAGEMENT, AND LECTURERS' SERVICE DELIVERY IN UNIVERSITIES

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ABSTRACT

In every organization, supervision discourages deviations from planned courses of action, while security is crucial for ensuring the safety of employees, maintaining productivity, and fostering a conducive work environment. In educational setting, staff supervision and security management may ensure the provision of an environment that fosters improved academic staff service delivery. This paper explored the interplay of Staff Supervision, Security Management, and Lecturers' Service Delivery in Universities in public universities in Cross River State. The correlational research design study was adopted. The population of this study comprised two public universities in Calabar Cross River State, Nigeria, namely, University of Calabar (UNICAL) and University of Cross River State (UNICROSS). Stratified and proportionate sampling techniques was employed in sampling a total 446 lecturers from the two public universities (223 lecturers form each institution). However, a total of 75 final year students, that is 35 from each institution were purposively selected to access the lecturers' service delivery. Two sets of questionnaire titled: "Staff Supervision, Security Management Questionnaire (SSSMQ)" and "Lecturers' Service Delivery Questionnaire (LSDQ)", was used to elicit information from the respondents. It was divided into two sections. The items were submitted to three research experts in Educational Management, and in Measurement and Evaluation, faculty of Educational Foundation Studies, University of Calabar, for validation. The reliability of the instrument was done using Cronbach Alpha reliability coefficients, with a reliability coefficient range of .82 to .88 obtained. Pearson product moment correlation analysis was used respectively to test the hypotheses. The entire hypotheses were tested at a .05 level of significance. The result of analysis revealed a positive significant relationship between staff supervision, management of

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security and lecturers' service delivery in public universities in Calabar, Cross River State, Nigeria. Based on the findings, the study concluded that there was a statistically positive significant relationship between staff supervision, management of security and lecturers' service delivery in public universities in Cross River State, Nigeria. The study recommended amongst others that government should increase budget allocation to universities to enable them to procure modern security gadgets and employ competent security experts that enhance the safety of academic staff, for improved service delivery.

Keywords: Staff Supervision, Security Management, Lecturers, Service Delivery, Universities

Introduction

Education globally is viewed as the ultimate tool for achieving human capital and national development. In Nigeria, university education being the highest level of education is established by law to render social services to students, staff, host communities and their nation. University education in Nigeria is the education students obtain upon completion of secondary education. Its main objectives as contained in the National Policy on Education of the Federal Republic of Nigeria (FRN, 2013) are to offer advanced learning, research opportunities, and skill development to prepare individuals for professional careers, contribute to national development, and enhance global competitiveness. However, the attainment of these objectives largely depended on the efficient service delivery of academic staff also called lecturers.

The service delivery of lecturers' encompasses teaching, research and engagement in community service. Aside these, lecturers also carry out services like students' assessment and project supervision. Service delivery therefore, entails the performance of assigned duty so as to meet predetermined objectives. Chukwuemeka (2017) defined it as the achievement of a target (performance/output/productivity) of tasks allocated to an organization or employees within a specific time frame. In the context of this study, lecturers' service delivery involves effectively conveying subject matter expertise, engaging students in meaningful learning experiences, and providing academic guidance to support their intellectual and personal growth. Akuegwu and Nwi-ue (2016) conceive lecturers' service delivery as a teaching method that promotes student learning through active participation in meaningfully planned services ranging from the school community to course content in tertiary institutions.

Lecturers' are said to be efficient in their service delivery through the clear communication of course objectives, engaging teaching methodologies that cater to diverse learning styles, timely and constructive feedback on assessments,

responsiveness to student inquiries, availability for consultation, commitment to fostering an inclusive and supportive learning environment, incorporation of real-world applications into the curriculum, and a dedication to continuous professional development. According to Ekpoh (2018), the frontline activities of tertiary institution lecturers remain teaching and learning in order to produce high level manpower necessary for national development. Thus, lecturers' enthusiasm towards the job contributes to the intellectual and personal growth of students, play a significant role in enhancing the overall quality of education in tertiary institutions.

For any institution of higher learning to attract students, it must offer quality services that will meet their needs and expectations. Students and parents' satisfaction with service delivery is an indication that an institution is able to live up to its mandate. Unfortunately, it was noted that efficient service delivery has significantly declined among many lecturers. This is an issue of concern to many including researchers given the importance of these citadels of learning to national development. In the same vein, Saint, Harnet and Strassner (2004) cited in Ekpoh (2018) noted that excellence in service delivery has gradually been eroded in most Nigerian universities due mainly to decay and inadequate infrastructure, unstable academic calendars due to incessant strikes by lecturers and non-academic staff, insufficient funding and weak university linkages. Ineffective service delivery has resulted in students' dissatisfaction observed through demonstration, protest and in most cases outright riot. This was the situation in University of Calabar when in 2011, the students went on rampage due to increase in school charges. The institution was subsequently closed down for over five months and there was loss of academic months (Ekpoh, 2018). Indeed any unsatisfied service rendered to students will certainly affect their behavior afterwards.

Poor service delivery among lecturers' is one major cause of massive graduate unemployment in Nigeria. It has led to producing only paper graduates but without requisite skills for self-dependence and for effective living as members of the wider society (Obona, Andeshi & Udang, 2023). According to the researchers, this has been one of the major causes of the increasing unemployment index in Nigeria. Similarly, Ekundayo and Ayodele (2019) mentioned that the Nigerian university system is bedevilled by myriads of problems, however, none of these problems is agonizing as the low morale of lecturers which leads to the poor quality of graduates being turned out every year. Majority of lecturers' in universities in Cross River State are found to be ineffective in their service delivery. Some indices of poor service delivery observed among them includes ineffective teaching practices which resulted in low student retention rates, lack of

research interest, and limited community engagement initiatives.

The United Nations (2019) identified some of the causes of academic staff poor service deliver to include insufficient accommodation, lack of office spaces, incessant industrial action, instability in government policies, poor organizational behavior and poor policy implementation. Low motivation and poor university governance are some other causes of academic staff service delivery in the nation's tertiary institutions. In every organization, supervision discourages deviations from planned courses of action, while security is crucial for ensuring the safety of employees, maintaining productivity, and fostering a conducive work environment. Staff supervision and security management may ensure the provision of an environment that fosters improved academic staff service delivery. This paper investigated the relationship between staff supervision, security management, and academic staff service delivery in tertiary institutions.

Staff supervision is the process of overseeing and managing the performance and behavior of teachers to ensure they effectively fulfill their roles within the educational institution. Aniah (2005), define staff supervision as a process of bringing about improvement in instructions by working with people who are with students. This administrative activity, according to the author is meant to help improve the teaching-learning process that covers the whole educational setting, whether primary, secondary, or tertiary. Oravee and Aboki (2022) opined that as a forum for rubbing minds on ways of improving service delivery in organizations, ineffective supervision could therefore contribute in no small measure to the nonrealization of educational goals and objectives. The university management must consider various staff supervision measures to ensure effective service delivery. These measures include vetting examination questions, monitoring staff attendance and performance, conducting annual staff appraisals, and supervising examination invigilation. These activities are geared toward providing encouragement, guidance, and support to staff, justifying the allocation of human and material resources within administrative structures.

In a study, Oravee and Aboki (2022) examined the influence of staff supervision on service delivery in Joseph Sarwuan Tarka University Makurdi (JOSTUM). The research specifically verified if vetting (review) of examination questions, undergraduate students' project defense, punctuality of staff to official functions, and supervision of examination invigilation led to service delivery in the University. Data for the paper was generated through primary (questionnaire, oral interview and observation) and secondary (text books, official documents) sources. The study revealed that the above stated specific objectives positively influenced service

delivery in the University during the study period.

In another study, Ogwuche, Odeh and Cletus (2018) assessed the influence of supervision and communication on staff job performance in the public universities of North Central Zone of Nigeria. Two research questions and two hypotheses guided the study. The descriptive survey design was adopted for the study. A sample of 1430 out of the total population of the study which stood at 14,268 academic and non-academic staff was used for the study. The proportionate sampling technique was used to select the sample of 700 academic and non-academic staff of these universities. A questionnaire titled' Influence of Supervision and Communication on Staff Job Performance Questionnaire (ISCSJPQ) was used for data collection. After all relevant data were collected; mean and standard deviation were used to answer the research questions while chi-square was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that supervision significantly influence both the academic and non-academic staff job performance in public Universities in the North Central zone of Nigeria.

Ogunode, ThankGod and Olatunde-Aiyedun (2023) investigated the pivotal role of supervision in achieving educational objectives in secondary schools. Utilizing secondary data from print and online sources, the research establishes a positive correlation between school supervision and teachers' job performance. The data were sourced from print and online publications. The result obtained from the review literatures established that there is a positive relationship between school supervision and teachers job performance in secondary schools. Supervision is very critical to the realization of education objectives and goals.

Security management in the context of this study encompasses various strategies and measures aimed at preventing and responding to threats such as violence, vandalism, theft, and other forms of harm educational institutions to ensure the safety and security of students, staff, and visitors within the school environment. Security challenges in any organization can disrupt programmes and truncate efficient service delivery. The university system is not an exception. Security issues can affect academic staff service delivery either negatively or positively. When lecturers feel secure on campus, they will be confident and focus their energies to teaching, research, and other responsibilities. Conversely, inadequate security measures can lead to stress, distraction, and a decline in the quality of service delivery, as lecturers may be preoccupied with concerns about personal safety or the security of academic resources.

Commenting on the issue, Beard (2010) opined that lecturers are bound to experience poor service delivery in a school system when there is a physical attack and a

lack of adequate and regular training for security personnel to cope with the advanced level of criminality that is on the increase in university campuses. Badiora in Ekpoh, Aniefiok and Ukpong (2020) mentioned that the spectra of crimes on some campuses of tertiary institutions in Nigeria have grown to an alarming rate that it has remained a permanent issue in the national discourse and adversely affecting the academic and social life of both staff and students on campus. Brian and Douglas (2018) concluded that the provision and management of physical security significantly related to academic staff service delivery. This highlights the urgent need for efficient provision and management of staff security.

In a study, Etor, Etudor-Eyo, and Ukpabio (2020) examined provision of security facilities and security personnel service delivery in Universities in Cross River State, Nigeria. Three research questions and one hypothesis guided the study. The ex-post facto design was adopted for the study. The population of the study comprised 440 security personnel while the sample size was 400 security personnel. Two researchers developed and validated instruments entitled "Provision of Facilities Questionnaire (POFQ) and Security Personnel Service Delivery Questionnaire (SPSDQ) were used for data collection. The reliability estimates of the instrument were determined using Cronbach Alpha Analysis and the coefficients of 0.80 and 0.83 were obtained. Descriptive statistics was used to answer the research questions while Pearson Product Moment Correlation was used to test the hypothesis at 0.05 level of significance. The finding of the study also revealed that there is a significant relationship between provision of security facilities and security personnel service delivery.

In another study, Adams (2021) examined security management cultures and lecturers' academic service delivery in tertiary institutions in Akwa Ibom State of Nigeria. To achieve this purpose, a correlational survey research design was adopted. Stratified and proportionate sampling techniques were used to sample 1,017 (15 per cent) from 6,782 lecturers from all the 11 tertiary institutions in the State to participate in the study. Two research questions were raised and two hypotheses were formulated to guide the study. Data collection was carried out with the use of researchers' constructed instrument of 20-items titled: Security Management Cultures and Lecturers' Academic Service Delivery Questionnaire (SMCLASDQ). The instrument was validated by experts in Measurement and Evaluation and Educational Management, and reliability was established through Cronbach Alpha analysis which yielded .90, hence indicating high internal consistency in achieving the purpose of this study. Data collected were analyzed using Pearson's Product Moment Correlation Analysis. Results obtained revealed that information security culture and physical security

cultures significantly related to lecturers' academic service delivery. It was concluded that security management cultures in terms of information and physical security management cultures are correlates of lecturers' academic service delivery in tertiary institutions in Akwa Ibom State of Nigeria.

Olumoyo et al (2022) in their study examined the relationship between security matters and academic staff service delivery in Southwest Nigeria universities. The study adopted the descriptive survey research and correlational research designs. The population of the study comprised of all the 8724 academic staff in all the 18 Southwest Nigeria universities. The sample for this study was 880 respondents. Multistage sampling procedure which involved simple random sampling stratified and proportional stratified ransom sampling was used to select sample for the study. Two sets of instruments tagged. Copies of security matters questionnaire (SMQ) and academic staff service delivery questionnaire [ASSDQ] were used for the study. The reliability was ensured using Test-re Test method of reliability with SMQ and ASSDQ yielding reliability coefficients of 0.89 and 0.86 respectively. The data were analyzed using descriptive and inferential statistics. The study showed that there was significant relationship between security matters and academic staff service delivery in Southwest; Nigeria universities.

The literatures reviewed in this study have shown a significant relationship between the two main variables of this study viz: staff supervision, security management and lecturers' service delivery. However, there appeared to be scarcity of studies particularly on the relationship between staff supervision, security management and lecturers' service delivery, in the tertiary institutions in Cross River State context. It is against this background that this study is conducted to fill the gap in literature and to add to the knowledge bank.

Statement of the problem

Service delivery is very paramount to the progress of tertiary institutions. Lecturers in tertiary institutions render diverse services which include teaching the students, engaging in research to advance knowledge and performing community services for the benefit of students, staff and the community. From observation, there seems to be a sharp decline in the quality of lecturers' service delivery in these tertiary institutions. Some lecturers do not effectively structure their lecture content and organize their materials to meet students' diverse learning needs. Others exhibit poor research interest, and limited community engagement initiatives. Also, the morale of majority of the lecturers for the job has weakened as reflected in their ineffective teaching practices, delays in supervision of students research project/thesis/dissertations, delay in compiling and releasing students' results.

These anomalies have culminated in students' examination failures, course carry-

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overs and involvement in examination malpractices, poor and irregular attendance to classes, prolong graduation periods for final year students and other attendant academic deficiencies. The situation is capable of burying the image and prestige of universities to the mud, hence calling for urgent attention. It is on this worrisome note that the researchers felt that staff supervision and security management could possible remedy the problem of poor service delivery among lecturers. Therefore, the study addressed the question: how does staff supervision and security management correlate with lecturers' service delivery in universities.

Purpose of the study

The main purpose of this study was to investigate the relationship between staff supervision and security correlate with lecturers' service delivery in public universities in Cross River State, Nigeria.

Specifically, the study sought to find out whether:

i. Staff supervision significantly relates to lecturers' service delivery in public universities in Calabar Cross River State, Nigeria.
ii. Management of security significantly relates to lecturers' service delivery in public universities in Calabar Cross River State, Nigeria.

Research questions

i. How does staff supervision relates to lecturers' service delivery in public universities in Calabar Cross River State, Nigeria?
ii. What is the relationship between management of security and lecturers' service delivery in public universities in Calabar Cross River State, Nigeria?

Research hypotheses

The study was guided by the following null hypotheses

i. Staff supervision does not significantly relate to lecturers' service delivery in public universities in Calabar Cross River State, Nigeria.
ii. Management of security does not significantly relate to lecturers' service delivery in public universities in Calabar Cross River State, Nigeria.

Research method

Research area and design: The research was conducted in Cross River State, Nigeria. The correlational research design study was adopted because the design allowed the researcher to investigate the relationship between the variables under investigation.

Population and sample: The population of this study comprised two public universities in Calabar Cross River State, Nigeria, namely, University of Calabar (UNICAL) and University of Cross River State (UNICROSS). Stratified and proportionate sampling techniques was employed in sampling a total 446 lecturers from the two

public universities (223 lecturers form each institution). However, a total of 75 final year students, that is 35 from each institution were purposively selected to access the lecturers' service delivery.

Research instrumentation: Two sets of questionnaire titled: "Staff Supervision, Security Management Questionnaire (SSSMQ)" and "Lecturers' Service Delivery Questionnaire (LSDQ)", was used to elicit information from the respondents. It was divided into two sections. Section 'A' contained 15 items that measured the variables of staff supervision and security management. Section 'B' consisted of 5-items designed to measure lecturers' service delivery. The instrument has a total of 20 items on a four-point modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validation of the instrument: Before administering the questionnaires to the respondents, the items were submitted to three research experts. One expert in Educational Management, and two in Measurement and Evaluation, faculty of Educational Foundation Studies, University of Calabar. All irrelevant items were either dropped or modified for use by the experts.

Reliability of the instrument: To establish the reliability of the research instrument, a trial test was first carried out on fifty (50) lecturers selected from two tertiary institutions outside other than the ones used for the study. Data collected was coded and subjected to a reliability test using Cronbach Alpha reliability coefficients. The reliability coefficient obtained ranged .82 to .88 respectively which indicated a high-reliability index for the research instrument.

Procedure for data collection: The researcher recruited two research assistants to assist in the exercise. They were first made aware of the research objectives and how to administer the questionnaires to the respondents. After that, questionnaires were administered to the respondents by the researcher supported by the research assistants. After some hours, the researcher collected back the copies of the questionnaires from the respondents and ensured complete return rate.

Procedure for data preparation and scoring: The researcher first sorted out the collected questionnaire to ensure that all the items have been well responded to by the respondents. Next, out of 454 questionnaires copies given out, 446 questionnaire copies were correctly filled, retrieved and valide for data analysis. The questionnaire was then organized in the order of the variables they were designed to measure. Positively worded items was scored as follows: Strongly Agree (SA) = 4point, Agree (A) = 3points, Disagree (D) = 2points and Strongly Disagree (SD) =1point. But for all the negatively worded items, the pattern was reversed.

Procedure for data analysis: Pearson product moment correlation analysis was used respectively to test the hypotheses. The

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entire hypotheses were tested at a .05 level of significance.

Result of the study

Hypothesis one: Staff supervision does not significantly relate to lecturers' service delivery in public universities in Calabar Cross River State, Nigeria. The independent variable in this hypothesis is staff supervision while the dependent variable is lecturers' service delivery. The variables were measured continuously. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in table 1. The result showed that for staff supervision and lecturers' service delivery (r= .93*, p>.05). A cursory look at the p-values shows that p (.000) is less than p (.05). Hence, the null hypothesis is rejected and the alternate retained. This implied that there is a statistically significant positive relationship between staff supervision and lecturers' service delivery in public universities in Calabar Cross River State.

Table 1: Summary of correlation between staff supervision and lecturers' service delivery in public universities in Calabar Cross River State (N=446)

Variables	$\bar{X}$	S.D	r	Sig.
Staff supervision	15.45	2.83		
Lecturers' service delivery	15.39	2.64	.93**	.000

*Significant at p<.05 df=444

Hypothesis two: Management of security does not significantly relate to lecturers' service delivery in public universities in Calabar Cross River State, Nigeria. The independent variable in this hypothesis is management of security while the dependent variable is lecturers' service delivery. The variables were measured continuously. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in table 2. The result showed that for management of security and lecturers' service delivery (r= .85*, p>.05). Looking at the p-values, p (.000) is less than p (.05). Hence, the null hypothesis is rejected and the alternate retained. This meant that there is a statistically significant positive relationship between management of security and lecturers' service delivery in public universities in Calabar Cross River State.

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Table 2: Summary of correlation between management of security and lecturers' service delivery in public tertiary institutions in Calabar Cross River State (N=446)

Variables	$\bar{X}$	S.D	r	Sig.
Management of security	15.37	2.77		
Lecturers' service delivery	15.39	2.64	.85**	.000

*Significant at p<.05 df=444

Discussion of findings

The result of hypothesis one revealed that there was a statistically positive significant relationship between staff supervision and lecturers' service delivery in public universities in Calabar, Cross River State, Nigeria. This finding may possible be because providing guidance, feedback, and support assisted lecturers to meet performance expectations and continually improve their teaching effectiveness. The finding is in agreement with that of Oravee and Aboki (2022) who examined the influence of staff supervision on service delivery in Joseph Sarwuan Tarka University Makurdi (JOSTUM). The study revealed that vetting (review) of examination questions, undergraduate students' project defense, punctuality of staff to official functions, and supervision of examination invigilation positively influenced service delivery in the University during the study period.

Similarly, the finding corroborates that of Ogwuche, Odeh and Cletus (2018) who carried out a study to assess the influence of supervision and communication on staff job performance in the public universities of North Central Zone of Nigeria. The descriptive survey design was adopted for the study. A sample of 1430 out of the total population of the study which stood at 14,268 academic and non-academic staff was used for the study. The proportionate sampling technique was used to select the sample of 700 academic and non-academic staff of these universities. Mean and standard deviation were used to answer the research questions while chi-square was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that supervision significantly influence both the academic and non-academic staff job performance in public Universities in the North Central zone of Nigeria. It is in support of Ogunode, ThankGod and Olatunde-Aiyedun (2023) who investigated the pivotal role of supervision in achieving educational objectives in secondary schools. Their result established that there is a positive relationship between school supervision and teachers job performance in secondary schools. Supervision is very critical to the realization of education objectives and goals.

The result of hypothesis two revealed that there was a statistically positive significant relationship between

management of security and lecturers' service delivery in public universities in Calabar, Cross River State, Nigeria. This finding may be because the lecturers found a safe and conducive environment for teaching and learning, which fosters trust, reduces disruptions, and allows them to focus on their instructional responsibilities, thereby enhancing academic outcomes. Security issues can affect academic staff service delivery either negatively or positively. Lecturers who feel secure on campus, will gain confidence, and focus that will allow them to dedicate their energies to teaching, research, and other responsibilities. Conversely, inadequate security measures can lead to stress, distraction, and a decline in the quality of service delivery, as lecturers may be preoccupied with concerns about personal safety or the security of academic resources.

The finding is in tandem with the opinion of Beard (2010) that lecturers are bound to experience poor service delivery in a school system when there is a physical attack and a lack of adequate and regular training for security personnel to cope with the advanced level of criminality that is on the increase in university campuses. The finding is also in alignment with the conclusion of Brian and Douglas (2018) who revealed that the provision and management of physical security significantly related to academic staff service delivery. Similarly, Adams (2021) in a study, examined security management cultures and lecturers' academic service delivery in tertiary institutions in Akwa Ibom State of Nigeria.

It was concluded that security management cultures in terms of information and physical security management cultures are correlates of lecturers' academic service delivery in tertiary institutions in Akwa Ibom State of Nigeria. The implication is that the provision of adequate security in tertiary institutions is a critical factor influencing the overall effectiveness and quality of lecturers' service delivery.

Conclusion

Based on the findings and discussion of this study, the study concluded that staff supervision and management of security have a statistically significant relationship with lecturers' service delivery in public universities in Cross River State, Nigeria.

Recommendations

The study made the following recommendations:

1. University management should prioritize academic staff supervision starting from the departmental level to ensure adequate compliance with laid down rules and procedures.
2. University Management should within the limit of available resources ensure that adequate security measures are put in place so as to create a conducive and secure environment for both staff and students.

3. Government should increase budget allocation to universities to enable them to procure modern security gadgets and employ competent security experts that enhance the safety of academic staff, for improved service delivery.

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