

SERVICE COMPACT (SERVICOM) AND SERVICE DELIVERY IN UNIVERSITY OF UYO, AKWA IBOM STATE, NIGERIA

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Abstract

Public service efficiency has become a notable issue throughout the years, for which the federal government established SERVICOM. This particular case study aims to analyze the impact of SERVICOM in the University of Uyo as it pertains to the effectiveness of teaching and administration services in the university. The study adopted reinforcement theory as the theoretical framework. A mixed-method approach was used to conduct the walkthrough, utilizing qualitative and quantitative methods. Primary data was acquired through interviews and questionnaires, while secondary data was collected from academic journals and SERVICOM files. Using the Taro Yamane formula, a sample of 400 participants was identified, and stratified random sampling was used. The data was processed using descriptive statistics, mean, standard deviation, and Pearson product-moment correlation analysis. The findings established a strong positive correlation between SERVICOM and the quality of teaching and learning, as well as a very strong positive relationship between SERVICOM and administrative service delivery. It was also suggested that serving reporting units focus on implementing continuous training on SERVICOM principles to make certain their staff understand and apply these practices.

Keywords: Servicom, Service Delivery, Quality of Teaching and Learning, Policy, Administration.

Introduction

Public service has remained ineffective for a period of time within Nigeria, marked by rampant inefficiency and corruption, resulting in a deterioration in public service trust and dissatisfaction among citizens. These problems have persistently undermined the productivity of public sector organizations, especially in the domain of higher education. To tackle these concerns, former President Olusegun Obasanjo launched the Service Compact with All Nigerians (SERVICOM) in 2004 as an attempt to improve public sector service delivery through a comprehensive reform framework.

As outlined by Okonkwo (2022), SERVICOM sought to enhance public sector efficiency, transparency, and accountability by implementing service charters along with systems for grievances and performance evaluation. This system was intended to guarantee that governmental agencies, including universities, adequately responded to the needs of citizens by striving for a robust and answerable service provision structure. The systematic issues underpinning inefficient administrative practices, inadequate educational services, and a lack of resources had brought scholarly activity to a standstill in Nigerian universities

and severely diminished their reputations. Therefore, the introduction of SERVICOM was a much-needed respite. The University of Uyo is among the foremost tertiary institutions in Nigeria, implementing SERVICOM policies in November 2014 aimed at improving teaching, learning, streamlining administrative processes, and increasing the availability of educational resources (Bassey, 2023). The intent was to create a more student-centred academic atmosphere at the university's educational environment. Though, the University of Uyo appears to lack comprehensive responsiveness and adaptation to the objectives that SERVICOM seeks to accomplish. These include chronic underfunding, lack of proactive staff, insufficient awareness and understanding of the SERVICOM framework among the university's students and staff, and limited knowledge of the SERVICOM framework among students and staff.

Furthermore, issues such as the stagnation of processing examination results, lack of proper communication between students and faculty, and general administrative inefficiencies in the institution persist (Ekong, 2024). These persist unresolved. Such shortcomings demonstrate that some benefits that could be obtained from the application of SERVICOM have not been realized, therefore, its effectiveness for improving the service delivery at the University of Uyo is questionable. With these problems in mind, the objective of this study is to evaluate the impact of SERVICOM on service delivery at the University of Uyo with regard to teaching and learning and the administration. This study aims to address SERVICOM's impact and implementation to enhance the initiative's ability to satisfy the needs of the university's community. An understanding of

SERVICOM's outcomes—both positive and negative—will inform the public sector reform debate in Nigeria, particularly regarding tertiary institutions.

Research Objectives

- i. Analyze the influence of SERVICOM on teaching and learning quality at the University of Uyo, Akwa Ibom State.
- ii. Evaluate the impact of SERVICOM on the administrative service delivery at the University of Uyo, Akwa Ibom State.

Service Compact (SERVICOM)

Servicom, as described by Abdullah (2022), works to improve service delivery by changing how the public deals with government agencies. SERVICOM incorporates the government's commitment to provide services that are properly aligned with the expectations of the citizens. The initiative provides strict guidelines for customer focus, operational efficiency, as well as information accessibility. An important element of SERVICOM is the Citizens' Charter, which outlines the nature of the relationship between service providers and the users. Charter 10 describes public institutions as if they are citizens and questions what reasonable expectations can be set for them (Egbewole, 2021). The charter serves citizens by enhancing governance as it establishes a minimum required benchmark of accountability beyond governance, which empowers citizens to demand participation and public services.

Moreover, Olaopa (2023) highlighted the SERVICOM principles of equity, accessibility, and transparency; these principles are essential in the distribution of public services

in the context of social justice. SERVICOM principles, as noted by Olaopa (2023), emphasise the need for every citizen, regardless of class or wealth, to receive services. Establishing roles and responsibilities is critical to SERVICOM because it enables all personnel in an organisation to understand the extent of their work and how it connects with systems. For example, lecturers teach and assess learners while school administrators monitor employees and manage the development of the curriculum. Cole (2021) asserts that clearly defined roles enhance responsibility, minimise conflicts, and promote positive engagement within an organisation. Personnel informed of their roles tend to fulfil their responsibilities more willingly, thereby simplifying operations. Moreover, delineated roles advance unprompted career development where people actively seek to plug gaps outside their competencies by pursuing relevant training.

The specificity of service benchmarks forms another pillar of SERVICOM. This is defining targets which are quantifiable, achievable, time-bound and realistic. Sulemana (2020) claims public service standards serve to enhance consistency, reliability and overall quality. In the education industry, it is common for teachers to be obliged to answer students' questions within set periods or respond to assignment feedback within set timeframes. Detailed standards also enable appraisals of the performance based on KPIs, which may include client satisfaction scores or turnaround times for service delivery (Chege&Bowa, 2023). Such benchmarks are objective in measuring progress and confirming service delivery is up to standard or, optimally, exceeds expectations.

The degree to which stakeholders are engaged determines the effectiveness of implementing SERVICOM. Service delivery improvement sustains with the active participation of all stakeholders, which includes the students, parents, teachers, and administrators. Per Kelechi's (2022) findings, stakeholder involvement enhances collaboration, trust, and service relevancy. Engagement of stakeholders may be in the form of participation in feedback forums, consultations, and collaborative work for project implementation. As noted by McNamara (2021), alignment with SERVICOM objectives requires structured contact alongside a consistent flow of information regarding service goals, making purpose-driven communication fundamental. Engagement of this kind helps ensure that stakeholder resistance is minimised or conflict is avoided because all voices are included. SERVICOM's effectiveness hinges on the allocation of resources. Ajayi (2021) asserts that achieving service delivery objectives relies on adequate finances, people, as well as technological resources. Financial resources provide for the acquisition of teaching aids, infrastructural improvements, and personnel training. Human resources guarantee a trained workforce, while technology enhances operations and information accessibility. Effective resource allocation prioritisation facilitates purposefully directed impact in areas of high need, resulting in minimised overall waste. Through SERVICOM, citizens obtain appropriate information on the operations and activities of the government agencies.

As described by Egbewole (2021), accountability engenders trust and credence, consequently buttressing public confidence in

institutions and their responsibility for actions taken. Moreover, compliance with the minimum acceptable level of service as evaluated through reviews and audits creates accountability. Abdullah (2022) and Effiong, Ekanem, and Ottong (2023) submit that these actions enhance public belief in the system while simultaneously creating a culture of service improvement.

Service Delivery

Service delivery is the most important worry for an organization that engages with one or two people (Atairet, 2022). It impacts organizational effectiveness and stakeholder satisfaction critically in institutions of education and is a determinant of academic and administrative performance outcomes. Organizational service delivery relates to the capability of an institution to meet or surpass the expectations of its stakeholders by providing services with efficiency, effectiveness, and a commitment to continual refinement. It is aligned with the organized systematic and economic use of human and material resources towards achievement of the organizational objectives (Atairet, et. al, 2024). In higher educational institution, the scope of service delivered includes beyond teaching to include several other support services like administration, library, and the overall satisfaction of the faculty and students. Maintaining high standards helps attain a positive and a productive environment for the institutions which increases the reputation and the success of the institution.

Underpins every educational institution's service delivery is distinguished teaching and learning. Effective high-quality teaching requires sound pedagogical techniques, lesson planning, and a thoughtful learning

experience that addresses the needs of all students. An effective teacher is required to possess appropriate understanding and be open, creative, and actively engage and support critical thinking and participation. Learning is better facilitated by the institution through proper resource allocation including modern classrooms, laboratories, and relevant digital equipment. There are many studies that show that institutions that prioritize the preparation and development of their teachers and modern teaching technologies achieve better academic results (Adebayo et al., 2020).

Moreover, prompt assignment and assessment completion with timely feedback is an equally important quality teaching practice to assist students identify improvement areas, thereby building confidence towards their academic endeavors (Okoro, 2021). The administrative service delivery system is another important dimension of service quality secondary or higher educational institutions. Proper administrative systems are needed for the effective operational running of the school or university, as it relates directly to students, staff, and other stakeholders. These include admission, registration, record keeping and financial services. Administrative systems that are organized, coherent and user-friendly ease the strain placed on students and faculty. For example, many Nigerian institutions now offer online registration and fee payment portals which greatly enhance the productivity of administrative service delivery (Ogunleye and Oyetade, 2022).

Furthermore, Agha et al. (2020) reiterated that policies dealing with confidentiality on one hand, as well as, administrative communications on the other hand, pose both

governance information systems as well as participatory paradigms. In addition, teaching and learning resources directly correlate with the quality of education, meaning outdated facilities, overcrowded classrooms, and insufficient teaching materials hinder educational effectiveness. Most institutions, especially in developing countries, struggle with dire financial constraints which hinder their ability to meet the increasing quality standards. Solving these problems entails need in strategic development focused on efficient resource allocation, defined collaboration with stakeholders to establish needs, and policy frameworks aimed at targeted funding from the government and capacity building initiatives from sponsoring institutions (Udo and Akpan, 2021).

Theoretical Framework

Reinforcement Theory

This work is anchored on reinforcement theory and sheds some light on the employee's actions within the context of service delivery under the SERVICOM framework of Uyo University. Skinner's work in 1953 focused on the Application of Reinforcement Theory. It asserts that individuals are reinforced either positively or negatively for certain behaviors with regard to what follows. In a business context, employees will praise, be promoted, or given bonuses and therefore will perform better in the following evaluations. On the other hand, rewarding poor employee performance, or failing to address it, would reinforce even worse employee conduct. SERVICOM is aimed at improving service delivery in the University of Uyo through standard setting. As described previously, rewards and recognition serves to bolster motivation toward the desired outcome and reinforce successful behaviors. For example, rewards

are granted to staff who are timely, polite, and effective; thus, motivating the repetition of their positive behaviors. Motivation to perform even basic service evaporates when rewards are absent.

SERVICOM also conducts regular evaluations and provides feedback to assist the employees in understanding their performance. This form of evaluation assists in reinforcing constructive behavior while attempting to rectify unproductive behavior. The objective is to foster an organizational culture whereby all employees recognize what is expected from them, and upon fulfilling those expectations, they are positively reinforced.

Review of Literature

The authors Abdullah and Aligbe, (2024) explored the impact of SERVICOM as a public policy on improving service delivery in Nigeria's public sector. They pointed out the need to administer public services in a timely, sincere, and skilled manner, more so in a democratic environment. Nevertheless, this study found that some public servants' mindsets had not changed as a result of reforms such as SERVICOM. Using secondary data obtained from literature reviews, online analyses, and periodicals, the study found that there were many gaps in implementation that undermined SERVICOM's effectiveness. To strengthen these outcomes, they suggested the implementation of comprehensive training and retraining programs targeted on ICT, formation of monitoring teams aimed at enforcing compliance, and granting the powers to the National Orientation Agency for the creation of campaigns aimed at raising public awareness.

Bola and Adeola (2023) analyzed the impact of training on service delivery in Ogun State Local Government Offices. It included 250

employees and determined that those with scheduled, role specific training tended to execute their tasks with improved efficiency and accuracy. On the contrary, inadequately trained employees tended to err in ways that led to public dissatisfaction. While the authors of the study recognized training as being important, they did not investigate reasons why so many local government offices seem not to prioritize or finance such training programs. The authors proposed enforcing mandatory training programs at fixed intervals and recommended designating a portion of the budget towards development training for the personnel.

Eze and Nnamdi (2023) conducted a study titled "The Role of SERVICOM in Enhancing Service Delivery in Nigerian Public Universities." A primary objective of this study was to evaluate the effect of SERVICOM (Service Compact with All Nigerians) on the improvement of service delivered at higher education institutions in Nigeria. Descriptive survey research design was used in the study, which involved four hundred students, lecturers, and administrative staff from four universities in the South East Geopolitical zone of Nigeria. The results indicated that service mark improved the delivery of services by increasing accountability, transparency, and responsiveness. Still, inadequate funding, poor implementation, and resistance to change were found to be barriers to achieving full effectiveness. The motivation and engagement case as a strategy to improve service mark used by serving the employees differently to enhance delivery needed further investigation as suggested by the study. This affirms the position of Udoka, Enang and Utin, (2018) that the tones of languages used plays critical in motivating people in any social sphere

As discussed by Harris and Morgan (2020), employee engagement has a remarkable impact on the delivery of services in British universities. The study focused on understanding the impact of engagement on service results in higher education institutions. It utilized a mixed-methods design that included a survey of 300 faculty and administrative staff from five universities and in-depth interviews with some key informants. The results indicated that there were high levels of employee engagement, which enhanced service delivery in the student support services and administrative functions. Work-related disengagement caused by a heavy workload, along with few opportunities for career progression, diminished the quality of services provided. The particular gap addressed in this study was the lack of specific tailored approaches aimed at sustaining employee engagement in the context of a systematic and continuous change within higher education.

Methodology

This study adopted a survey research design. Primary data were gathered through questionnaires and interviews, while secondary data were obtained from academic journals, books, and quarterly performance reports from the University of Uyo SERVICOM database.

The study's population comprised 133,629 individuals, including academic staff, administrative staff, and undergraduate students. Using the Taro Yamane formula at a 95% confidence level, a sample size of 400 was determined. Stratified random sampling was employed, ensuring proportional representation of staff and students (Creswell, 2014; Kumar, 2019).

Data collection relied on structured questionnaires divided into three sections: respondent demographics, research objectives, and hypotheses. The instruments used were the "Service Compact Questionnaire (SCQ)" and "Employee Service Delivery Questionnaire (ESDQ)" (Dawson, 2009). Reliability was confirmed using Cronbach Alpha, with a pilot test conducted on 30 non-participating respondents. For analysis, mean and standard deviation summarized the survey data, while frequency distributions and percentages described response patterns. Pearson Product Moment Correlation Analysis tested the relationship between SERVICOM implementation and service delivery metrics. These methods ensured validity and reliability in evaluating the study's objectives.

Analysis of Data and Discussion of Result

Assessment of Service Delivery at the University of Uyo from 2015 to 2023

The following data presents an overview of the evaluation of some academic service delivery functions at the University of Uyo from 2015 to 2023 under the auspices of SERVICOM. Before discussing the details, however, the evaluative framework and the contextual parameters of these assessments must be clarified. Like other elements in SERVICOM, the evaluation also adopts a five-point rating scale. These include: Very Poor (VP), Poor (P), Fair (F), Good (G), Excellent (EX). Each grade in the table expresses the effectiveness and efficiency of a particular service delivery activity in a given year and the category that it fell into. These assessments not only help to track and document progress or regress historically, but they also provide an objective appraisal of critical functions of academic servicing with a primary evaluation mark. Consider, for instance, the UTME Screening Exercise for New Intake Students which is held annually for both Regular and Part-Time Continuing

Education students. The appraisal label in both 2015 and 2016 was Fair (F), which indicates a somewhat acceptable service and operational problems in some parts of the system. The rating dropped to Poor (P) in 2017, which indicates a process with considerable challenges, perhaps increased demand or some administrative challenges.

The rating improved from 2018 to 2022 achieving Good (G). This suggests that some improvements have been made in the screening processes. This positive trend continued through 2023 when the rating was given Excellent (EX). This means the screening automated processes were fully refined and were functioning with maximum efficiency and quality. The semester lectures for all levels are evaluated for different academic functions. From 2015 to 2016, this remained on the level 'good'. This appears to show that the institution was capable of keeping some balance in the regard to the teaching climate. Most importantly, ratings changed to 'excellent' starting in 2017 and sustained this level until 2023. This suggests there have been refinements in the teaching skills and class management, better class and resource allocation, among other factors that contributed to exceptional lecture delivery for all the academic levels. There also was marked enhancement in the issuance of transcripts as an administrative task. This was rated 'good' in 2015. In 2016 however, this rating changed to "excellent" and continued to hold that rating throughout the timeframe. This level of excellence indicates that the university improved its administrative workflows for transcript issuance, possibly through automated systems, or clearer defined workflows that reduced processing time while enhancing service standards.

The performance overview can be simplified with the help of the provided table. It Received a rating of 'good' in the year 2015, but underwent a transition to being rated 'excellent' in 2016. Here, one clearly sees the pronounced efforts made towards addressing

the gaps that were noted in the previous examination. This is essential for preserving academic honesty as well as in safeguarding all processes involving the evaluative metadata of the students. The table provided below depicts these conclusions and reflects the improvements concerning the academic

services at the University of Uyo from 2015 to 2023 under the framework of SERVICOM supervision. The data within each cell captures not only the level of each service, but also illustrates issues and progress over time.

Table 1: Rating of Activities by SERVICOM for the period 2015-2023

| ACTIVITIES | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|--|--|--|--|--|--|--|--|--|
| Teaching and Learning | | | | | | | | | |
| UTME Screening Exercise for New Intake, for Regular Students and School of Continuing Education | <input type="checkbox"/> VP <input type="checkbox"/> P <input checked="" type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input checked="" type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> EX | <input type="checkbox"/> VP <input checked="" type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input checked="" type="checkbox"/> G <input type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input checked="" type="checkbox"/> G <input type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input checked="" type="checkbox"/> G <input type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input checked="" type="checkbox"/> G <input type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input checked="" type="checkbox"/> G <input type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX |
| Deliveries of Semester Lectures for all Levels | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input checked="" type="checkbox"/> G <input type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input checked="" type="checkbox"/> G <input type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX |
| Issuance of Transcripts | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input checked="" type="checkbox"/> G <input type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX |
| Examination Conducts for all Levels | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input checked="" type="checkbox"/> G <input type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX | <input type="checkbox"/> VP <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX |

Source: SERVICOM office, University of Uyo, 2024.

SERVICOM Evaluations on the Administrative Functions of the University of Uyo from 2015 to 2023

The information below shows the administrative activities assessment scores of the University of Uyo served by SERVICOM in the years 2015 to 2023. The scoring system is based on a five point scale: very poor (VP), poor (P), fair (F), good (G), and excellent (EX). In this table, “Punctuality to Work and Closing” as well as “Staff Duties for Effective Service Deliveries” have been rated EX for every year. These points to a very high level of performance for administrative functions. The uniform EX ratings for “Punctuality to Work and Closing” suggest that all administrative staff reliably observed the institution’s working hours to the great agree. This always happens when there are strong

mechanisms for enforcing compliance with working hours. The high scoring in this indicator reflects strong organizational culture and discipline where staff commence work on time and close work in an orderly manner. The fact that the university sustained this level of performance over the nine years points to the mastery of the culture of responsibility and respect for time by the institution’s administrators.

The completion of essential administrative services provides operational and academic activities with a supportive framework, which helps ensure systematic daily functioning while simultaneously improving overall service delivery. Similarly, the persistent rating of “Excellent” for “Staff Duties for Effective Service Deliveries” demonstrates organizational effectiveness and commitment

to fulfilling administrative duties. This rating shows that the administrative team performed their roles competently, demonstrating a high level of skill, precision, and promptness. The enduring excellence in assessed duties performed points to well-defined roles, comprehensive training and internal capacity-building systems, and functional organizational frameworks throughout the university. Such results suggest university leadership, sufficiently guided, prioritized, and streamlined aligned expectations and resources in relation to provided duties vis-a-vis roles designated to staff across all levels. It seems apparent that staff actively participated in service enhancement, and robust frameworks for performance evaluation concerning strategy initiative execution were in place which enabled consistent high standards. The lack of movement from the “Excellent” rating in

these categories for nine years is remarkable. It implies that the administrative systems at the University of Uyo possess enduring strengths that insulate them from numerous operational difficulties. The observed consistency suggests that any, ideally none, challenges regarding promptness and execution of administrative functions were effectively resolved.

Furthermore, this persistent high rating most probably has contributed to improving other areas of administration at the university that underpin the teaching and learning activities as well as enhance the efficiency of academic and support services. In the context of these activities, public sector institutions are working toward improving accountability, transparency, and the efficient delivery of services through the SERVICOM initiative.

Table 2: Administrative Activities of SERVICOM in the University of Uyo from 2015 to 2023

| Administration | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | |
|---|---|--|--|--|--|--|--|--|--|--|
| Punctuality to Work and Closing | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> <input checked="" type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> |
| Staff Duties for Effective Service Deliveries | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> F <input type="checkbox"/> <input checked="" type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> | <div><input type="checkbox"/> VP <input type="checkbox"/> <input type="checkbox"/> P <input type="checkbox"/> <input type="checkbox"/> F <input type="checkbox"/> G <input checked="" type="checkbox"/> EX</div> |

Source: SERVICOM office, University of Uyo, 2024.

Data Analysis

Testing Hypothesis One

H_0 : There is no significant relationship

between SERVICOM and the quality of teaching and learning in the University of Uyo.

Table 3: Correlation Result

| Correlations | | QUALITY OF TEACHING AND LEARNING | SERVICOM |
|----------------------------------|---------------------|----------------------------------|----------|
| QUALITY OF TEACHING AND LEARNING | Pearson Correlation | 1 | .815** |
| | Sig. (2-tailed) | | .000 |
| | N | 343 | 343 |
| SERVICOM | Pearson Correlation | .815** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 343 | 343 |

*. Correlation is significant at the 0.01 level (2-tailed).

Source: Computed using SPSS 24.

From Table 4.10, the Pearson correlation coefficient between SERVICOM and the quality of teaching and learning is 0.815, which is strong and positive. The p-value is 0.000, which is less than the significance level of 0.01. This indicates that there is a statistically significant relationship between SERVICOM and the quality of teaching and learning. Since the p-value is less than 0.01, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted.

Therefore, there is a significant relationship between SERVICOM and the quality of teaching and learning in the University of Uyo.

Testing Hypothesis Two

H_0 : There is no significant relationship between SERVICOM and the administrative service delivery in the University of Uyo.

Table 4: Correlation Result

| Correlations | | ADMINISTRATIVE SERVICE DELIVERY | SERVICOM |
|---------------------------------|---------------------|---------------------------------|----------|
| ADMINISTRATIVE SERVICE DELIVERY | Pearson Correlation | 1 | .948** |
| | Sig. (2-tailed) | | .000 |
| | N | 943** | 343 |
| SERVICOM | Pearson Correlation | .348 | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 343 | 343 |

Source: Computed using SPSS 24.

The Pearson correlation for SERVICOM and administrative service delivery as shown in Table 4 gives 0.948 which indicates a very high positive correlation. The p-value is 0.000 which is less than the 0.01 mark of significance threshold. This result supports a considerable correlation existing between SERVICOM and administrative service delivery. In this instance, since the p-value is less than 0.01, the null hypothesis (H_{02}) is rejected while the alternative hypothesis (H_{i2}) is accepted. Thus, it suffices to say that there is a strong relationship between SERVICOM and administrative service delivery at the University of Uyo.

Discussion of Findings

SERVICOM and the Quality of Teaching and Learning

The analysis indicated a notable positive correlation between SERVICOM and the quality of teaching and learning, yielding a Pearson correlation coefficient of 0.815 and a p-value of 0.000, significant at the 0.01 level. This suggests that the implementation of SERVICOM has an observable and positive influence on the enhancement of teaching and learning activities at the University of Uyo. Consequently, the null hypothesis is rejected along with the alternative hypothesis is accepted. This indicates that the application

of SERVICOM principles such as service delivery timeliness, accountability, and service excellence at college levels results in enhanced teaching and improved learner engagements. For example, a lecture could attend to learners more diligently and learners engage in a well-organized academic atmosphere. Comparable findings were reported in other studies.

As Agada and Okoye (2020) observed, SERVICOM enhanced lecture delivery and student participation in Nigerian universities. Their research indicated that academic staff became more productive as they became more SERVICOM compliant. This was also supported by Akanbi et al. (2019) who pointed out that the principles of SERVICOM fostered a properly functioning academic environment. However, not all studies are aligned in this regard. Eze and Nnamdi (2023) pointed out that certain systemic issues such as enforcement of SERVICOM policies and proper staff training limit its impact. This indicates that although SERVICOM is capable of achieving a lot, its actual outcome is contingent on how well it is applied and assessed.

Administrative Service Delivery and SERVICOM

The study also revealed a very strong positive correlation between SERVICOM and administrative service delivery, obtaining a Pearson coefficient of 0.948 with a p-value of 0.000. These findings led to rejection of the null hypothesis. The conclusion drawn is that SERVICOM improves responsiveness and administrative efficacy. This also means that the processes of issuing transcripts, responding to student queries, and maintaining other institutional records are more efficient under the SERVICOM system. Administrative personnel will be more organized and responsive, thereby minimizing delays in providing necessary support and receiving answer to their queries. Ekanem and Udoh (2020) corroborated this finding stating that SERVICOM principles have transformed the

administrative functions in the universities in Nigeria by eliminating bottlenecks and promoting greater transparency. They observed that institutions which embraced SERVICOM standards adopted experienced reduced complaints from their stakeholders. As pointed out by Ekong (2022) and Umoh, Ekpo, Effiong, and Asangausung (2023), these researchers noticed some unresolved problems. Quite a number of universities are still grappling with persistent dysfunctionalities caused by undercapitalization, obsolete facilities, and an overabundance of inertia toward change. This emphasizes the necessity to enhance the management of resource distribution and training concerning SERVICOM's influence in improving administrative processes.

Conclusion

In Uyo, Akwa Ibom State, SERVICOM has a profoundly positive influence on service delivery in the university, as was shown in the case study. The study underscored SERVICOM's impact on improving many facets of university functions alongside teaching and learning such as administrative service delivery.

Recommendations

Along with the findings of the study made, to improve further the service delivery of the other units in the university of Uyo some recommendations were provided.

- i. For evaluation and improvement of teaching and learning processes, SERVICOM training workshops offered to academic staff at University of Uyo need to be more systematic and comprehensive.
- ii. Adherence to SERVICOM guidelines at Univ. of Uyo should be supplemented by adequate funding and attention from the Nigerian government moving forward in staffing, infrastructure, and

administrative function training. Improved standards and streamlined cross-department servicing will be critical for better institutional operations.

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