



INSTITUTIONAL VARIABLES AND TECHNICAL STAFF SERVICE DELIVERY IN HIGHER INSTITUTIONS IN CROSS RIVER STATE, NIGERIA



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Abstract

This study examined institutional variables and technical staff service delivery in higher institutions in Cross River State, Nigeria. The study is an Ex-post facto research that involved a stratified random sample of 449 technical staff from the three universities in Cross River State. The population of the study was 2768 technical staff. Two research questions were answered using descriptive statistics. The reliability and validity for the questionnaires were obtained using Cronbach Coefficient Alpha of .81-.90. Data collection was carried out using institutional variables and technical staff service delivery questionnaire (IVTSSDQ). Two theories were used to support the study and literature reviews were carried out accordingly to the variables of the study. Independent t-test and One-way analysis of variance (ANOVA) and Fisher Least Significant Difference were used to test the hypotheses. The results obtained revealed that institutional culture significantly influence technical staff service delivery while institutional size do not significantly influence technical staff service delivery. From the result it was concluded that to a large extent, technical staff service delivery is dependent on institutional variable. From the findings and conclusion, it was recommended among others that, the university management should maintain good working culture especially now that university is autonomous. That will give the technical staff a sense of inclusiveness that is motivational and productive for the achievement of university goal.

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Introduction

Education can transform life and bring about development. Technical staff play a leading role in any educational system. It must be known that for curriculum to be effectively implemented, technical staff are highly important. This further emphasizes the need for them to be effective in their day-to-day discharge of pedagogical duties. According to Gemora (2014) in today's work-related situation, especially in an organizational system, much of human behaviors are instrumental in effecting change. So, the behavior of technologists is often instrumental in bringing about a desired outcome in the students. If an outcome is reached, especially if it is a positive one, it is likely that the behavior of the participants is enhanced.

Technical staff service delivery refers to the degree at which technologists discharge their duties of learning, research and experimenting, as well as their general attitude towards the systematic observation, identification, experimental investigation and description of materials in the laboratory work.

University exists to disseminate knowledge through teaching, research and community service (Adedeji, 2011). These triple mandates make universities unique organization whose existence stands for purely academic purposes. There is also no gainsaying the fact that universities are established for the sake of training high level manpower of which students are the main constituents (Nwagwu, 2006). Students are the major beneficiaries of universities dissemination of knowledge as they constitute the end product of university education whose quality determines to a large extent the service delivery of

academic staff in universities (Taiwo, 2010). Without students, universities would not be established. Universities render many services, one of which is technical staff service delivery. This is so because their existence center's on executing laboratory work. It can therefore be rightly pointed out that the ability of universities to fulfill their mandates is a purpose of their success in managing their technical staff service delivery. Also, university education is the apex of educational provisions in the world generally; saddled with the responsibility to produce quality manpower and workforce for sustainable national development and international relations. In Africa, especially in the Sub-Saharan regions, the position university education plays in the advancement of third world economies for global relevance cannot be overstated. It is impossible to deny that the Nigerian university system has led to major improvements in every facet of Nigerian society, including increased cultural, economic, political, scientific, and technical advancement. A full range of skills is offered in universities, while essential competencies in academia, medicine, law, government, business, research, and science are also available. These areas produce highly talented individuals that are responsible for running the economy, civic society, the education of students, as well as the molding of entire societies. Additionally, the knowledge the Nigerian people have received at university has empowered them to be successful members of society. Nigerian universities, much more than any other kind of institution, lead to increased self-awareness and a more thorough understanding of one's environment.

Technologists, therefore, has a significant role to play in transmitting desirable qualities, culture, norms and values in students. Since, values give directions, control, code of conduct give sense of right and wrong and also guide decision making. It is imperative that technical staff education should provide the needed value orientation to train technologists so as to be able to inculcate the right value to students through service delivery.

The researcher observed that technical staff objectives are to enhance acquisition, development and inculcation of the proper value orientation for the survival of the technical staff welfare. To maintain ethical values, moral integrity and good leadership qualities in promoting technical staff excellent. Centrally is to promote research, teaching and experimenting for sustainability of university goals; to look at the university condition of service to promote technical staff appraisal and promotion and to act with honesty and integrity; to have mutual love and concern on student academic race, to show strong potential and mutual cooperation for their colleagues, to be friendly in their place of work, to provide precise and appropriate information, to be well knowledgeable about modern issues and upcoming progress, to have power to develop mutual appreciation of issues and difficulty they face, to make possible excellent communications network, to keep and assist with the growth of academic processes within universities and being able to enhance educational skills for efficient academic service delivery practice and strengthens students' learning experiences.

The researcher defines technical staff service delivery as the ability to carry out practical in the laboratory to promote students' knowledge, research and innovation to equip students with skills needed to meet demand in the labour market development. Under an ideal situation, technical staff in higher institutions in Cross River State and elsewhere, should be punctual to conduct practical with students, manage and evaluate students, adhere to prescribe universities policies, engage in active research, collaboration and dissemination, supervise students' research works, participate in all the events tailored towards students' improvement and deliver other tasks that would be assigned to them from time-to-time by superiors. However, it seems to the researcher that some technical staff in higher institutions is not delivering these services as expected.

Through the experiences of the researcher, some senior technical staff in higher institutions in Cross River State tends to classify between undergraduate and post-graduate students, giving preference to the latter at the expense of the former. Consequently, some senior technical staff assign or hand over laboratory practical work to junior colleagues while they either relaxed in their offices, attend to other matters. This observation corroborates an extensive submission of other scholars who have reported similar situations (Agba and Ocheni, 2017; Mbon, Omorobi, Owan, and Ekpenyong, 2019; Odigwe and Owan, 2020).

In other situations, some technical staff are only compelled to carry out research investigations just for the sake of promotion. In a narrative, the researcher sought the opinion of well-respected

scholars of public higher institutions in Cross River State, to share views regarding research practices among the modern-day technical staff of higher institutions. To the dismay of the researcher, the scholar in a quote said “the attitude of staff towards research in recent times is annoying; they do researches just for promotion” (Situs, 2007). Furthermore, “when research is taken away from staff promotion, only a handful of university lecturers would still carry out empirical investigations and publish same (Razero, 2011)”.

Institutional variables are “the characteristics and attribute that a university possess or that can be judged as applying to a particular university” (Arop and Owan, 2018). Institutional variables are those variables that emanate from the university in which the university uses to improve their academic standard. This is to compliment learning in the lecture room and also enhance academic delivery of lecturers and students. It is generally believed that institutional variables are important factors that affect students’ academic achievement and academic staff service delivery in institutions of higher learning. This is so because remarkable studies have shown a correlation between institutional variables and academic achievement as well as effective service delivery. In the context of this study, institutional variables were defined as the distinctive attributes that classify one university academic staff service delivery from another. These variables are physical, observable and also vary from university to university. In this study, two institutional variables were of interest to the researcher. These include size and culture. These institutional variables affect the extent of technical staff service delivery in universities as discussed hereafter.

Institutional size refers to the total number (population) of students currently enrolled in an institution from the first year to the last year across all the programmes of study. Institutional sizes may be classified into small, medium and large institutional sizes based on the total number of students in enrolment. According to CollegeData.com (2021), a small institutional size is one with less than 5,000 students in enrolment; a medium institutional size has between 5,000 and 15,000 students, while universities with over 15,000 students are large institutional size. It is the NUC minimum specification in term of size of a university. Institutional culture refers to the philosophies, ideas, policies, theories, blueprints, frameworks, beliefs or assumptions that are deeply embedded in universities for academic staff, students, and administrators to follow. It can be simply referred to as the organizational lifestyle that both staff and students must adopt. Just like other variables, the different universities maybe characterized by a different culture of human resource management, research practices, promotion criteria, salary structure, records management, quality assurance, postgraduate studies and so on. The variations in institutional culture may affect academic staff service delivery because the policies of some universities would be considered as being more stringent than others. Based on this background, this study was under taken to find out the extent to which institutional variables affect academic staff service delivery in universities in Cross River State, Nigeria. While both organizational culture and climate had direct associations with work attitudes, organizational climate partially mediated the effect of organizational culture on work attitudes (Aarons and Sawitzky 2006). That is, organizational culture not only impacts work attitudes directly but also indirectly through its effect on organizational climate. Successful culture change may be more likely to filter down through the organization and promote a more positive climate and work attitudes. The same source added that culture is likely to be driven by policies and deeply ingrained norms perpetuated by top management. Targeted culture change may impact multiple organizational processes and result in positive change. The study was in the contention that both culture and climate impact work attitudes and subsequent staff turnover (Aarons and Sawitzky 2006). This is similar to (Werang, 2018) who investigated the potential effect of workload, individual characteristics, and school climate on teachers’ emotional exhaustion in Christian elementary schools of BovenDigoel district, Papua. Data were analysed quantitatively using a simple linear regression analysis technique. The study revealed that workload, individual characteristics, and school climate partially have a positive significant effect on teachers' emotional exhaustion in elementary schools.

When the world population continues to grow, the University size is impacted. The size of a university is a distinguishing characteristic of its structure. According to Akinleye, Hassan and Adejumo (2007), the number of students a school serves has a significant impact on many aspects of its operation. The appropriate size of a university has long been a source of debate in educational policy,



educational research, and among university area educational planners who must make choices on area boundaries and University construction. Alsmadi and Taylor (2019) found that school size influences student attitudes and performance, school funding quality and management. Institutional size is viewed as an important factor of academic success over which managers have little or no influence. The size of an institution is determined by the robustness of the school landmass, population, facilities available (Ajayi, Aud and Ajayi, 2017). Mokobia and Okoye (2011) stress the necessity to universally establish the institutional size and the intended characteristics of a successful system for instructors.

Using statistical methods and the Google Trends database, Alsmadi and Taylor (2019) reported that institutional size and internet presence are a major contributing factor to institutional ranking. As a result, the study reported that smaller, less-wealthy institutions are disadvantaged by these ranking systems. Selove, Kroll, Coppes and Cheng (2012) reported that no statistically significant trends in the relationship between the size of institution and source of funding, although educational specialists in large settings were somewhat more likely to be funded through institutional wages, and in medium-size settings through research projects. Unfavourably, Evans and Popova, (2015) established that there is a negative non-linear relationship between class size and student evaluations stronger than the relationship to student achievement, and with less concavity. A similar result was found in (Altinok and Kingdom (2012) which found that a negative relationship exists between class size and student evaluation, particularly in regards to instructor interactions with students.

Zyngier (2014) offered a web-based survey to all institutions belonging to the Children's Oncology Group. The study assessed the different measures of class size and how they affect the results, and whether other variables such as teaching methods are taken into account. The study established that smaller class sizes in the first four years of school can have an important and lasting impact on student achievement, especially for children from culturally, linguistically and economically disenfranchised communities. According to the study, it is particularly true when smaller classes are combined with appropriate teacher pedagogies suited to reduced student numbers. The robustness of the institutional population could lead to a large class size especially if the school infrastructure facilities or structures are not adequate. In this case, the study is related to the present study and may assist in offering the needed foundation for the present study to build on.

Institutional culture is characterized by deeply rooted traditions, values, and beliefs, some of which are common across institutions and some of which are unique and embedded in a particular school's history. (Adams, 2013) conceptualized schools as complex and dynamic organizations with a specific process and structural dimensions whose interactions yield different levels of overall effectiveness in various schools. Because schools are viewed as complex organizations, a multidimensional approach to investigating linkages among various school culture and school effectiveness variables in universities provides a process-oriented approach for understanding and describing overall school effectiveness. The multiple, reciprocal relationships among school input variables, process and structural dimensions, and the various indices of school effectiveness highlighted in Adams (2013) implies that school culture is a multidimensional construct.

Based on the position of Pabalan and Pabalan (2020), both well-performing and less performing schools share the same perception of their school culture, particularly on the various dimensions of the curricular elements, decision-making and school-based leadership categories. The researchers attributed the evidence to the fact that they all belong to the same structural system. That is, the public-school system under the monitoring of the Department of Education. No wonder an earlier study recommended that universities should be adequately funded and they should be granted the autonomy to manage their affairs in conformity with the best traditions of accepted academic norms (Obadara, 2012). Obadara also suggested that the hierarchy of authority should also change to make room for the adoption of autonomy and thus, encourage the development of universities.

Empirically, the research of Ali, Sharma and Zaman in 2017 was conducted to ascertain whether cultural development by the instructional leaders can contribute to the attainment of stated goals. The researcher aimed to find out if the development of school culture needs no extra budget, but has a great role in motivation. The research design was a non-experimental design with a survey study. A sample of 367 teachers was drawn from a population of 1755 teachers from secondary schools of the



Mardan district in the KP province of Pakistan. Some statistical approaches were utilized to analyse the data through descriptive statistics and Spearman rho. The study showed that the school level in the area at the time of the study was poor. This is the reason why the study noted that the linkage between school culture and school productivity is important. The study also showed that there is a high positive correlation between school culture and school effectiveness. The conclusion was that high school culture will contribute to high school efficiency. The cited study was conducted on school culture and school effectiveness, indicating a level of its relatedness to the present study. However, the population and area of the study are very distinct from that of the present study, thus, the uniqueness of the present study.

Similarly, Hosseinkhanzadeh, Hosseinkhanzadeh and Yeganeh (2013) found that the relationship between organizational culture and job satisfaction was significant. The study was based on the relationship between organizational culture and job satisfaction with a sample of 123 middle school teachers in Tehran during the 2009 school year. The research tools used in the study were the Darabi organizational culture questionnaire and the Smith, Kandle, and Heulin job descriptive index. The study findings of this cited study could be very important to the present study because it studied variables related to the present study. However, the problem of the cited study is the job satisfaction of secondary school teachers which is not the same as university academic staff service delivery as considered in this present study. Though the population of the study comprised of the school teachers in the area of study, the study failed to show in numbers of the total school teachers in the area. According to the limitations of the study, generalization may be misleading since the sample was small. This implies that this present study is very unique and necessary.

Meanwhile, (Vadi, 2007) investigated the relationships between school culture evaluation and actual school performance of secondary schools in Estonian. The sample of 558 participants drawn from a population of 1488 administrators, teachers and supporting staff in 60 Estonian secondary schools. The study found that organizational culture could affect the performance of schools since it found a relationship between task orientations and organisational culture. The cited study may not be relied on in the university perspective because of the phenomenon (secondary school) is studied. The study differs in the structure of the dependent variables compared to the present study. The study was conducted in Estonia (a European country) which is different from that of the present study. Given the gaps identified, this study is relevant.

Consistent with this, Duan, Du and Yu (2018) investigated the relationship between school culture, teachers' job satisfaction, and school effectiveness. The study also explored the mediating effect of teachers' job satisfaction on school culture and school effectiveness. Respondents of the study include 1,297 teachers from six (6) lower secondary and upper secondary schools in Beijing, China. The results of the study indicated a positively significant relationship among school culture, teachers' job satisfaction, and school effectiveness and that teachers' job satisfaction partially mediated the impact of school culture on school effectiveness. The job satisfaction and school effectiveness considered in the study would be important variables because good service delivery may be difficult to attain job satisfaction are not met. Again, school effectiveness is a product of service delivery, thus related. The cited study was conducted in China with a focus on secondary school teachers. The study is not in a better position to tell the relationship between institutional culture and academic staff to deliver. Therefore, inference from the study may mislead the university education. Hence, a need for the present study.

A similar report was achieved in Yousefi, Zahed, and Moeinikia (2020) which investigated the relationship between school culture and school effectiveness with the moderating role of school size. The research method was descriptive-correlation and based on a structural equation model. The statistical population of the study consisted of 3064 teachers from 422 schools in Ardebil province's public secondary school teachers in the academic year 2018-19. A statistical sample of 418 people was selected from 202 schools using proportional stratified sampling. The result of the correlation coefficient test showed that there is a positive significant relationship between all dimensions of school culture and school effectiveness. By applying the structural equation model, it was first shown in the study that the assumed model had an acceptable fit, secondly, the direct effect and the significant

relationship between school culture and school effectiveness were confirmed. Generally, the study portrayed effectiveness as a basic goal for schools, regardless of small, medium and large school sizes, which is uniformly affected by school culture. The findings of the cited study may not apply to the universities since its population was drawn from secondary school teachers. Although good service delivery could lead to effectiveness, the two variables are not the same. Service delivery in the university could result from different institutional culture including research, seminars, promotion and so on.

According to Yusof, Osman and Noor (2016), school culture and teacher leadership are vital in determining a school's excellence. This led to the investigation of the relationship between school culture and teacher leadership in Malaysia. In the study, a sample of 194 teachers was drawn from a population of 383 teachers in 22 primary schools. The researchers collected data through a questionnaire then analysed using descriptive statistics. The findings of the study showed that teachers' professionalism and goal setting is the dominant school culture dimensions. Whereas, exemplify the best and "being referenced leader" are the widely practised teacher leadership features. The correlation analysis shows that there is a very strong and significant correlation between school culture and teacher leadership. The study is related to the present study since it considered school culture and teachers effectiveness. The population of the study was well represented. However, the investigation was carried out on primary school teachers; this study is not the same as the present study since the primary school culture is not the same as the universities. It may be very unwise to draw to execute the conclusion of the study to the higher education settings. Even if one may want to, the study was conducted in Asia, a far region of which the characteristics of the individual may differ.

In Turkey, Kalkan, Aksal, Gazi, Atasoy and Dağlı (2020) examined the relationships between the school culture, and organizational image according to the teachers' perceptions. The study was designed in a relational survey model. A population of 1,100 teachers yielded a sample of 370 teachers working in 20 schools in the Selçuklu, Karatay, and Meram districts of Konya, Turkey. Pearson's correlation, regression, and path analysis were used for analysing data in addition to descriptive statistics. The study found that there are significant relationships between school culture, and organizational image. The study also reported that school culture significantly predicted organizational image. School culture has a mediator effect on both the organizational image. This is due to the realization of the important role in developing an organizational image, through school culture. Independent variables in the cited study are also considered in the present study. However, the dependent variable (organizational image) considered in the study is not the same as the present study. Again, the population of the study was on secondary school principals, the present study seeks to study the higher institutions' technical staff, thus unique.

In Kenya, Chepkonga and Nyaga (2019) investigated the influence of leadership culture on the quality-of-service delivery in public hospitals. The target population for this study comprised 273 employees and 10,000 patients in Mbagathi district hospitals within Nairobi City County. The sample of 398 employees and patients was drawn from the population. The findings of the study indicated that there was a positive and significant relationship between, leadership culture and service delivery in public hospitals in Kenya. The link between these studies (the cited and the present) is in the individual variables. The dependent variable (quality of service delivery) of the cited study is also related since it considered service delivery. However, the phenomenon (public hospital) studied in the cited study differs from the present study which focuses on academic staff. The result of the cited study would be relevant to the present study since its focus is on service delivery.

(Kaufman's, 2013) study sought to know if organizational culture varies as a function of institutional type in higher education and to identify whether there exists congruence between organizational culture type and leader behaviour. The population of the study comprised of the campus leaders from all 198 public and not-for-profit colleges and universities in the Upper Midwest, America. The study reported a general trend toward clan cultures and congruent leader behaviour for all institutional types (i.e., Associate's Colleges, Baccalaureate Colleges, Master's Colleges and universities, and Doctorate-granting universities). The responses from the academic deans at baccalaureate colleges singularly achieved statistical significance. Conversely, the results of the study

revealed a notable discontinuity between perceptions of current campus culture and desires for its future. Specifically, academic deans across all four institutional types indicated major preferences for a clan culture to predominate on their campuses. Perhaps most importantly, the results suggested the discovery of institutional size as a possible moderator of organizational culture among American colleges and universities. The study structure of the study was design to determine similarities between institutional culture and leader behaviour. The study noted that clan culture was predominant in the area studied. The cited study is similar to the present study since the independent variable (organisational culture) very related to the present study. However, its dependent variable is on the perception of institutional leaders to the culture, it is the same as the present study which seeks academic staff service delivery as the dependent variable. Another gap identified in the cited study is its consideration of all higher education and the area of study. Indeed, the present study was narrowed to study the characteristics of only universities.

Statement of the problem

University worldwide occupy a central point in sustaining educational goal. This was captured by (Federal Ministry of Education 2009) emphasis that academic staff worldwide occupies a central place in driving the core mandate of universities and higher education towards goal attainment. Despite this it observed that the rate of academic staff service delivery decline in universities in Cross River State has been a source of concern to universities management. The lecturers hardly go for lectures. Some courses are thought twice in semester while in some course, the students hardly meet with lecturer till examination. This more frequent with part-time programmes in the universities.

The government and university management have provided facility such as offices, lecture hall, whiteboard markers, lightening and ventilation in lecture halls to make them conducive for service delivery. Staff salaries are paid in time and honorarium are paid in time. Promotion exercises are carried out. Other welfare schemes like housing and cooperative organization for staff are approved.

Despite all this effort by government, ministry of education, national university commission and university management, the problem of poor service delivery among academic staff in the universities in Cross River State, Nigeria persist. The technical staff most times has pushed the blame to university management, others hold the view that the institution and interwoven characteristics are the major causes. Based on the background above, the research is determined to find out if technical staff service delivery is influence by institutional variables in terms of institutional size and culture.

Purpose of the study

The main purpose of this study is to investigate institutional variables and technical staff service delivery in higher institutions in Cross River State. The study specifically sought to find out the extent to which institutional:

1. Size influences technical staff service delivery in higher institutions;
2. Culture influences academic staff service delivery in institutions.

Statement of hypotheses

The following null hypotheses were formulated to serve as a guide to this study:

1. Size of institution such as small, medium and large institutional size does not significantly influence technical staff service delivery in higher institutions in Cross River State.
2. Culture of institution has a significant influence on technical staff service delivery in higher institutions in Cross River State.

Methodology

The research design adopted for the study was the ex-post facto research design. According to (Isangedighi, 2012), an ex-post facto design is one which the researcher cannot manipulate the independent variables because their effects have already occurred. The study adopted the design because it investigates a cause – and - effect relationship that could possibly exist between the two main variables of the study by observing the existing conditions of the topic under study, obtaining data on

the present status of the subjects in relation to the variables and analysing the data to establish the possible cause and effect. The population of this study comprised all the technical staff in federal and state higher institutions in Cross River State.

Table 1.6. Presentation /interpretation of results

Hypothesis 1

There is no significant influence of institutional size on academic staff service delivery in the university.

In this hypothesis, the independent variable was institutional size (categorized into small, medium and large). The dependent variable was academic staff service delivery considered under three dimensions, namely; teaching, research and community service. The statistical analysis technique deployed to test this hypothesis was One-Way-Analysis of Variance (ANOVA). The result of the analysis is presented in Tables 1.

Table 1

Analysis of variance for the influence of institutional size on technical staff service delivery in higher institutions

S/N	Academic staff service delivery in the university	Sources of variance	SS	Df	MS	F-ratio	p-value
1	Teaching	Between Groups	74.507	2	37.254	.241	.786
		Within Groups	68890.054	446	154.462		
		Total	68964.561	448			
2	Research	Between Groups	182.269	2	91.135	.588	.556
		Within Groups	69090.715	446	154.912		
		Total	69272.984	448			
3	Community services	Between Groups	116.372	2	58.186	.470	.625
		Within Groups	55159.708	446	123.676		
		Total	55276.080	448			
4	Overall service delivery	Between Groups	836.903	2	418.452	.626	.535
		Within Groups	298205.034	446	668.621		
		Total	299041.938	448			

*P>0.05 (critical F-ratio of 2.61)

The result in Table 1 reveals the three and overall academic staff service delivery in the university calculated F-ratios (.241, .588, .470 and .626) were each less than the critical F-ratio of 3.00 at .05 level of significance with 2 and 446 of degree of freedom. The result implies that f-ratio of teaching (f=.241), research (f=.588), community service (f=.470) and over all components of academic staff service delivery in the university (f=.626) were each less than the critical F-ratio of 3.00 at .05 level of significance with 2 and 446 degrees of freedom. This means that there is no significant influence of institutional size on academic staff service delivery in the university.

Hypothesis 2

There is no significant influence of institutional culture on academic staff service delivery in the university.

In this hypothesis, the independent variable was institutional culture (categorized into very collaborative working culture, collaborative working culture and not collaborative working culture). The dependent variable was academic staff service delivery considered under three dimensions, namely; teaching, research and community service. The statistical analysis technique deployed to test this hypothesis was One-Way-Analysis of Variance (ANOVA). The result of the analysis is presented in Tables 2.

Table 2

Summary of descriptive statistics for the academic staff service delivery in the university based on institutional culture

S/No	Academic staff service delivery in the universities	Groups (institutional culture)	n	X	SD
1	Research	Very collaborative working culture	200	31.3000	12.37155
		Collaborative working culture	107	27.8411	11.75709
		Not collaborative working culture	142	33.7535	12.41149
		Total	449	31.2517	12.40721
2	Experimenting	Very collaborative working culture	200	31.9850	12.47167
		Collaborative working culture	107	28.7664	11.53058
		Not collaborative working culture	142	35.5845	12.30248
		Total	449	32.3563	12.43492
3	Community service	Very collaborative working culture	200	24.5850	9.70949
		Collaborative working culture	107	26.0748	11.60164
		Not collaborative working culture	142	28.2676	12.23929
		Total	449	26.1047	11.10784
4	Overall service delivery	Very collaborative working culture	200	87.8700	25.48885
		Collaborative working culture	107	82.6822	25.75157
		Not collaborative working culture	142	97.6056	24.50183
		Total	449	89.7127	25.83611

Discussion of findings

The finding as presented here, have provided valuable insight into some of institutional variables that influence technical staff service delivery in the University. The discussions of these findings are presented based on the six hypotheses formulated and tested for study.

Institutional size and technical staff service delivery in the university.

The finding revealed that there is no significant influence of institutional size on technical staff service delivery in the university. Institutional size does not create significant impact on academic staff

service delivery in the university as revealed by this study. The finding confirmed the view of Olufemi and Olayinka (2017) which state that school size and facilities utilization has impacted positively on the performance of secondary school students in Ekiti State.

The finding of this research hypothesis showed that institutional size has no significant influence on technical staff service delivery in the university. The dimensions of academic staff service delivery in the university include (i) research, (ii) experimenting and (iii) community service.

In relation to teaching, the finding reveals a significant influence of institutional size on technical staff service delivery in the higher institutions. This implies the size of a university does not affect the academic staff service delivery in the university in terms of teaching. This finding is in line with (Abdi, 2017) which state that the findings of the study showed that technologists characteristics have no significant influence on student performance

On research and community services, the present finding revealed that institutional size has no significant influence on technical staff service delivery in the university in terms of research and community service. This finding contradict/support that of Selove, Kroll, Coppes and Cheng (2012) reported that no statistically significant trends in the relationship between the sizes of institution.

Institutional culture and technical staff service delivery in the higher institutions.

The finding revealed that there a significant influence of institutional culture on technical staff service delivery in the higher institutions. Institutional culture has a significant impact on technical staff service delivery in the higher institutions as revealed by this study. Institutional culture in higher institutions general and higher institution in particular influence technical staff service delivery in the higher institutions. The finding confirmed the view of Duan, Du and Yu (2018) state that there a positively significant relationship among school culture, teachers' job satisfaction, and school effectiveness and that teachers' job satisfaction partially mediated the impact of school culture on school effectiveness.

The finding revealed that institutional culture has a higher significant influence on academic staff service delivery in the university in terms of research than teaching and community services in the universities. This is in line with finding of Chepkonga and Nyaga (2019) which state that there was a positive and significant relationship between leadership culture and service delivery on public hospital.

The study also revealed that institutional culture has a significant influence on technical staff service delivery in the higher institutions in terms of teaching than community service. This finding is in line with that of (Kaufunan's, 2013) which states that there is a general trend toward clan cultures and congruent leader behaviour for all institutional types.

Conclusion

It was concluded that institutional size do not significantly influence academic staff service delivery in the higher institutions in Cross River State. This implies that urban or rural location of universities or her faculties in one hand and whatever the size of higher institutions in Cross River State in terms of number of technologists, the technical staff would successfully and efficiently deliver their services.

Secondly, it was concluded that technical staff service delivery of university technologists in the higher institutions in Cross River State was significantly influence by institutional culture. This implies that effective positioning and manipulation of institutional culture would adequately and efficiently achieve technical staff services delivery in the higher institutions system. In other words, the acceptable local and international standard of researches and experimenting and community service would be achieved.

Recommendations

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

1. Higher institution and the highly ranked technologists should establish a good working culture that is motivational and encourages mentorship.
2. The higher institutions administration should establish a calm and more positive functioning culture to bring the best for the achievement of higher institutions goal.



3. Federal government offer to higher institutions and her ability to pay is very important and must fund education as a matter of its priority and to make it functional in Nigerian universities and for the betterment of technical staff service delivery.
4. Government should see university education as something critical to the survival of the nation's building and make it good for our children development.
5. Effective and efficient communication is required between the federal government and the university system and should block all the sentiments against technical staff.
6. Federal government should intervene on higher institutions matters so as to prevent strike action and to enhance technical staff service delivery.

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