

Total Quality Management and Non-Teaching Staff Effectiveness in Public Universities in North Central, Nigeria

Dr. Gidado Abdulkarim Salimon¹, Dr. Rafat Dauda²

¹National Examinations Council, Minna, Niger State.

²University of Ilorin Basic, Education

Ilorin kwara state/Nigeria

abdulkarimgidado9@gmail.com;

dauda.rb@unilorin.edu.ng

Abstract

This study explored the link between Total Quality Management (TQM) practices and the effectiveness of non-teaching staff in public universities across North Central Nigeria. The research examined how TQM principles such as continuous improvement, quality control, staff supervision, and customer-oriented service delivery shape efficiency, productivity, and overall service outcomes among this key workforce segment. A correlational survey design was adopted, with a population of 350 non-teaching staff and a purposively selected sample of 311 participants. Data were gathered using two validated instruments tilted: Total Quality Management Questionnaire (TQM-Q) and the Non-Teaching Staff Effectiveness Questionnaire (NSE-Q), both demonstrating high reliability (Cronbach Alpha = 0.98). Descriptive statistics summarized demographic data, mean ratings addressed the research questions, and Pearson product-moment correlation tested the hypotheses at a 0.05 significance level. Findings revealed a significant positive relationship between TQM practices and non-teaching staff performance. The study highlighted that most universities place strong emphasis on discipline, monitoring, and appraisal mechanisms, with the highest-rated strategies including provision of essential facilities, regular inspections, and annual staff appraisals. Non-teaching personnel generally performed above average, recording a mean score of 2.93. The results underscore that systematic application of TQM principles enhances institutional service delivery and staff efficiency. University management should therefore maintain robust quality assurance structures, provide adequate facilities, and conduct consistent supervision and annual performance reviews. Strengthening monitoring and appraisal systems, alongside sustained training and feedback mechanisms, will help sustain high performance among non-teaching staff and further improve the overall effectiveness of public universities in North Central Nigeria.

Keywords: Total Quality Management, Non-Teaching Staff, Effectiveness, Universities, North Central Nigeria

Introduction

Quality service delivery has become a non-negotiable priority for Nigerian public universities, which now face intense scrutiny from government regulators, students, parents, and employers. Rapid enrolment growth, constrained funding, and global competitiveness demands have made institutional efficiency and accountability imperative (Abimbola, Oyatoye, & Oyenuga, 2020).

The National Universities Commission (NUC) continues to emphasise measurable outcomes in administration and academic standards, yet many universities still struggle to align operational practices with these expectations (Ayodele, Abu, & Issa, 2022). Within this complex ecosystem, non-teaching staff including personnel in the registry, bursary, works and maintenance, student affairs, security, and ICT units perform the vital day-to-day administrative tasks that enable academic work to flourish. Their responsibilities span admissions processing, payroll management, infrastructure maintenance, and student support. Consequently, any weakness in their performance directly affects the university's overall service quality (Etejere, Awodiji, & Raji, 2021). Despite this central role, non-teaching staff have historically received less scholarly and managerial attention than academic staff, creating a persistent gap in institutional development strategies (Adejare, Olaore, Udofia, & Emola, 2020).

Empirical evidence from recent Nigerian studies highlights a range of structural and human-resource challenges confronting non-teaching staff. Ayodele et al. (2022) report chronic underfunding and irregular remuneration as major demotivating factors, while Etejere et al. (2021) identify inconsistent performance appraisal systems and limited career progression pathways as critical constraints. Other studies cite inadequate infrastructure, poor work climate, and lack of professional development opportunities (Adejare et al., 2020). These issues erode morale and productivity, ultimately reducing the efficiency of university services. The consequences of these challenges are far-reaching. Delays in student record management, procurement bottlenecks, and breakdowns in facility maintenance diminish the student experience and can undermine institutional reputation (Ekemam & Njoku, 2020). Moreover, when administrative inefficiencies persist, teaching staff are forced to compensate, diverting energy away from their core academic responsibilities. Therefore, improving the performance of non-teaching staff is not merely an internal management concern but a prerequisite for holistic institutional quality.

Total Quality Management (TQM) offers a coherent, evidence-based framework for addressing these issues. Rooted in continuous improvement and stakeholder satisfaction, TQM emphasises leadership commitment, employee participation, and process standardisation. Its relevance to the Nigerian higher-education context is increasingly documented. Abimbola et al. (2020) demonstrate that TQM practices such as quality planning, systematic monitoring, and customer orientation significantly enhance employee commitment and institutional competitiveness. Similarly, Ekemam and Njoku (2020) show that TQM adoption improves job performance in colleges of education, underscoring its adaptability across diverse tertiary institutions. Key elements of TQM directly correspond to the factors shaping non-teaching staff performance. Training and development foster competence and reduce administrative errors, while robust supervision and performance appraisal clarify expectations and provide feedback that drives productivity (Adejare et al., 2020). Continuous improvement mechanisms, including service audits and stakeholder feedback loops, help identify inefficiencies and promote innovative solutions (Ayodele et al., 2022). Collectively, these practices cultivate a culture of quality that benefits both employees and service recipients.

Recent Nigerian scholarship provides important context for how these TQM elements translate to practical outcomes. For example, Adejare et al. (2020) found that non-teaching staff who participated in regular professional-skills workshops demonstrated higher job satisfaction and

fewer service errors. Etejere et al. (2021) observed that transparent appraisal systems improved morale and accountability among administrative staff in Kwara State colleges of education. Ayodele et al. (2022) highlighted the mediating role of job security in strengthening the relationship between management practices and staff commitment. These findings align with international literature emphasising that employee involvement and recognition are indispensable to successful TQM implementation. Nevertheless, gaps remain. Much of the Nigerian research to date either aggregates academic and non-academic staff into a single category or focuses on overall institutional outputs, leaving the specific contributions of non-teaching staff under-examined (Ekemam & Njoku, 2020). Regional variations also warrant attention: universities in North-Central Nigeria face unique socio-economic and infrastructural constraints that may influence how TQM practices affect staff effectiveness.

Statement of the Problem

Public universities in North Central Nigeria remain pivotal to national development through teaching, research, and community service. Yet, while the contributions of academic staff are frequently highlighted, the efficiency of non-teaching staff those who manage finance, records, security, ICT, and student services has received far less attention despite being essential for seamless institutional operations (Adejare, Olaore, Udofia, & Emola, 2020). Emerging evidence indicates that many of these administrative units struggle to meet the service expectations of students, academic staff, and external stakeholders (Olabode & Abiodun, 2021). One persistent challenge is the limited adoption of Total Quality Management (TQM) principles. Administrative procedures are often marked by bureaucracy, poor documentation, and service delays that frustrate staff and students alike (Adebayo & Akinlabi, 2022). In many institutions, non-teaching personnel report feeling undervalued and demotivated, which erodes their productivity and institutional loyalty (Okoye & Onyekachi, 2023). Weak communication channels between administrative units and academic departments further compound these inefficiencies, fostering conflict and confusion.

Capacity-building opportunities are another critical concern. Limited training, inadequate professional development, and obsolete administrative tools leave many employees ill-equipped to handle the evolving demands of modern higher education (Eze & Ibrahim, 2020; Ayodele, Abu, & Issa, 2022). These shortcomings reduce service quality, diminish stakeholder satisfaction, and threaten the public reputation of universities in the region. Although TQM has gained recognition worldwide as a framework for continuous improvement, its systematic application to non-teaching staff management in Nigerian universities remains underexplored (Bello & Abdullahi, 2024; Ekemam & Njoku, 2020). Existing Nigerian studies largely examine TQM in relation to academic programmes or overall institutional outcomes, often overlooking the unique roles and challenges of non-teaching staff (Etejere, Awodiji, & Raji, 2021). This lack of focused research represents a significant knowledge gap. Without empirical evidence on how TQM practices such as quality control, staff supervision, and customer-focused service specifically influence non-teaching staff effectiveness in North Central Nigeria, universities risk ongoing inefficiency, low morale, and declining service delivery, undermining their ability to fulfil their academic and societal mandate.

Purpose of the Study

The objectives of the study were to:

1. examine the total quality management that are predominantly used in Public Universities in North Central Nigeria Determine the effectiveness of non-teaching staff in Public Universities in North Central Nigeria;
2. determine relationship between Quality control, Staff supervision and Non-teaching staff effectiveness in Public Universities in North Central Nigeria.

Research Questions

The following research questions were formulated to guide the study:

1. what are the total quality management being predominantly used in Public Universities in North Central Nigeria?
2. what are the level of Non-teaching staff effectiveness in Public Universities in North Central Nigeria?

Research Hypotheses

The following null hypotheses were formulated to guide the study:

Ho₁: There is no significant relationship between quality control and non-teaching effectiveness in Public Universities in North Central, Nigeria.

Ho₂: There is no significant relationship between staff supervision and non-teaching staff effectiveness in Public Universities in North Central, Nigeria.

Methodology

This study employed a descriptive survey design type, as it was well suited to exploring how Total Quality Management (TQM) practices relate to the effectiveness of non-teaching staff in public universities. By collecting data at a single point in time, this approach provided a practical means of identifying patterns and associations without altering the natural setting of the institutions under study. The study population comprised 350 non-teaching staff working in public universities across North Central Nigeria. Out of this number, the focus was narrowed to 311 staff members drawn from the Registry, Bursary, and Students' Affairs units. These units were deliberately chosen because they represent the core service arms of university administration, playing vital roles in records management, financial services, and student welfare. Their functions directly influence the overall efficiency of institutional service delivery, making them highly relevant for a study of this nature.

Data were gathered using two carefully adapted instruments. The first, the Total Quality Management Questionnaire (TQM_Q), captured practices related to quality control, quality assurance, and staff supervision. The second, the Non-Teaching Staff Effectiveness Questionnaire (NSE_Q), focused on performance within the registry, bursary, and students' affairs domains. Both instruments proved highly reliable, with an overall Cronbach's alpha of 0.98, which indicates excellent internal consistency. Items on the questionnaires were rated on a four-point scale ranging from 1 (Fairly effective/Strongly disagree) to 4 (Highly effective/Strongly agree), with higher scores reflecting stronger adoption of TQM principles or greater administrative effectiveness. Prior to the main analysis, the data were carefully checked

to ensure completeness and accuracy. Outliers were addressed, and the assumptions required for statistical tests were evaluated. For correlation analysis, checks were made for linearity and the normal distribution of composite variables. For regression, additional assumptions linearity, homoscedasticity, absence of multicollinearity, and normal distribution of residuals were verified, consistent with APA-recommended procedures for quantitative studies.

The analysis itself was carried out using SPSS version 25. Descriptive statistics such as means, frequencies, and percentages were first used to summarize demographic data and provide a general picture of responses. Thereafter, inferential statistics namely Pearson’s product-moment correlation was applied to test the hypotheses at the 0.05 significance level. This approach allowed not only for the examination of the degree of association between TQM practices and staff effectiveness but also for the assessment of the extent to which TQM predicts improvements in the performance of non-teaching staff.

Research Question 1: What are the Total Quality Management practices being predominantly used in Public Universities in North Central Nigeria?

Table 1

Total Quality Management Practices Predominantly Used in Public Universities in North Central Nigeria (N = 311)

Variable	Mean	Rank
Necessary facilities are put in place to reduce staff indiscipline	3.02	10 th
Adequate measures are put in place to reduce staff indiscipline	3.81	1 st
Annual appraisal is used to measure non-teaching staff effectiveness	3.08	6 th
Monitoring exercises is being periodically conducted by management to enhance non-teaching staff effectiveness	3.04	8 th
Regular inspections of non-teaching staff by university management improve staff effectiveness	3.13	3 rd
Administrative staff are recruited based on qualifications regarding ICT	3.10	4 th
Non-teaching staff are being employed based on ICT experience	2.94	14 th
Staff recruitment is based on administrative experience	3.00	12 th
Professionally qualified administrators with ICT competence are prioritized during recruitment	3.04	8 th
Non-teaching staff are recruited based on vacant posts	2.86	15 th
Committees are constituted for the supervision of administrative activities in university system	3.29	2 nd
Non-teaching staff are assisted by senior staff to enhance efficacy	3.06	7 th
Internal supervisors ensure punctuality among non-teaching staff	2.96	13 th
Senior non-teaching staff are assigned as mentors to junior staff	3.02	10 th
Supervisors are guided by staff supervision manuals	3.10	4 th
Average Mean	3.03	

Source: Fieldwork(2025)

Analysis of the data reveals that the most emphasized TQM practice was the implementation of adequate measures to reduce staff indiscipline (M = 3.81), followed by the use of supervisory

committees for administrative activities (M = 3.29). Regular inspections by management (M = 3.13) and recruitment based on ICT-related qualifications or the use of supervision manuals (both M = 3.10) were also notable. Conversely, the least practiced measures included recruiting non-teaching staff based on vacant posts (M = 2.86), employment based on ICT experience (M = 2.94), and internal supervisors ensuring punctuality (M = 2.96). Overall, the average mean of 3.03 indicates a moderate level of TQM practice across public universities in North Central Nigeria.

Research Question 2: What is the level of non-teaching staff effectiveness in Public Universities in North Central Nigeria?

Table 2

Non-Teaching Staff Effectiveness in Public Universities in North Central Nigeria (N = 311)

Variable	Mean	Remark
The registry's unit incorporates online platforms in staff recruitment	2.94	High
Promotional examinations are conducted for non-teaching staff via CCTV	2.91	High
Non-teaching staff utilize online platforms for student admissions	3.08	High
Non-teaching staff provide transcripts to recipients online	3.10	High
Administrative staff manage graduate academic records	3.08	High
Online platforms are used to award projects to contractors	2.84	High
E-payment systems are introduced for school transactions	2.99	High
Employ online platforms for financial management in the school	2.89	High
Students pay school fees via electronic transactions	2.86	High
Liaison with TETFUND for lecturer payments is conducted online	2.78	High
Hostel allocations for students are conducted online through balloting	2.89	High
Regular counselling of students is conducted through ICT	2.80	High
Student disciplinary issues are often handled through online platforms	2.75	High
Non-teaching staff attend to student complaints via email, WhatsApp, and other ICT platforms	2.78	High
Administrators engage students in decision-making through online platforms	2.77	High
Average Mean	2.90	High

Source: Fieldwork(2025)

Note. ICT = Information and Communication Technology.

Rating scale: 0.00–2.49 = Low; 2.50–4.00 = High.

The results indicate a high level of non-teaching staff effectiveness in public universities within North Central Nigeria. All 15 measured activities scored above the 2.50 threshold for high performance. The highest mean ratings were observed for the provision of transcripts online (M = 3.10) and the use of online platforms for student admissions and graduate record

management (M = 3.08 each). E-payment for school transactions (M = 2.99) and online staff recruitment by the registrar’s unit (M = 2.94) also showed strong adoption. The comparatively lower, though still high, ratings occurred in handling student disciplinary issues online (M = 2.75) and administrators’ engagement of students in decision-making through online platforms (M = 2.77). An overall average mean of 2.90 confirms that non-teaching staff are effectively using digital and ICT-based processes to perform administrative duties across the universities surveyed.

Hypotheses

H₀₁: There is no significant relationship between quality control and non-teaching staff effectiveness in Public Universities in North Central Nigeria.

Table 3

Relationship Between Quality Control and Non-Teaching Staff Effectiveness in Public Universities in North Central Nigeria (N = 311)

Variable	N	Mean	SD	df	r	p	Decision
Quality Control	311	15.10	2.573	309	0.334	.000	H ₀₁ Rejected
Non-Teaching Staff Effectiveness	311	44.13	7.606				

Source: Fieldwork(2025)

The analysis shows a positive and significant relationship between quality control and non-teaching staff effectiveness (r = 0.334, p < .001). Because the p-value is less than the 0.05 significance level, the null hypothesis (H₀₁) was rejected. This result means that improvements in quality control practices are linked to higher effectiveness among non-teaching staff in public universities in North Central Nigeria. In practical terms, when universities strengthen quality control measures such as consistent supervision, clear performance standards, and effective monitoring non-teaching staff are more likely to perform their duties efficiently

H₀₂: There is no significant relationship between staff supervision and non-teaching staff effectiveness in Public Universities in North Central Nigeria.

Table 4

Relationship Between Staff Supervision and Non-Teaching Staff Effectiveness in Public Universities in North Central Nigeria (N = 311)

Variable	N	Mean	SD	r	p	Decision
Staff Supervision	311	14.92	2.842	0.442	.000	H ₀₂ Rejected
Non-Teaching Staff Effectiveness	311	44.13	7.606			

Source: Fieldwork(2025)

The analysis indicates a moderately strong, positive relationship between staff supervision and non-teaching staff effectiveness (r = 0.442, p < .001). Since the p-value is below the 0.05

significance level, the null hypothesis (H_{02}) was rejected. This shows that better staff supervision is linked to improved performance of non-teaching staff in public universities in North Central Nigeria. Consistent monitoring, guidance, and feedback from supervisors appear to enhance how effectively non-teaching personnel carry out their duties.

Discussion

This study examined how Total Quality Management (TQM) practices relate to the effectiveness of non-teaching staff in public universities across North Central Nigeria. Two main patterns emerged. First, TQM activities aimed at promoting discipline and administrative oversight such as adequate measures to curb staff indiscipline and the use of supervisory committees were rated higher than practices focused purely on technical recruitment. Second, non-teaching staff reported widespread use of ICT-enabled processes, including online admissions, e-transcripts, and electronic payments, all of which contributed to an overall high level of staff effectiveness. These results suggest that a combination of strong managerial control and the adoption of ICT tools is shaping how well non-teaching staff carry out their duties (Ofor-Douglas, 2024; Abimbola et al., 2020).

The inferential tests strengthen this observation. Quality control correlated positively and significantly with staff effectiveness ($r = 0.334$, $p < .001$), while staff supervision showed an even stronger association ($r = 0.442$, $p < .001$). These coefficients, though moderate, confirm that improvements in quality control and supervision are meaningfully linked to better staff performance. Similar findings have been reported by Nigerian scholars who argue that consistent quality-assurance mechanisms such as regular audits, performance appraisals, and accreditation reviews enhance both administrative and academic outcomes in higher education (Anunobi, 2025; National Universities Commission [NUC], n.d.).

Quality control provides a framework of shared expectations. When universities clarify standards, conduct periodic inspections, and maintain transparent appraisal systems, staff understand performance benchmarks and how they will be evaluated. Such clarity reduces ambiguity and discourages lax practices. Studies of Nigerian universities show that structured quality-assurance processes improve administrative efficiency and enable institutions to meet national benchmarks (Abimbola et al., 2020; Ofor-Douglas, 2024). Supervision emerged as an even stronger predictor of staff effectiveness. This indicates that policies alone are insufficient unless accompanied by day-to-day monitoring, mentoring, and feedback. Effective supervision using supervision manuals and assigning mentors to junior staff supports on-the-job learning and ensures prompt correction of lapses. Nigerian research consistently identifies staff supervision and targeted training as key drivers of improved non-academic staff performance (Salame, 2024; International Policy Brief, 2025).

ICT adoption further reinforces these managerial mechanisms. The descriptive data show high ratings for online admissions, e-transcript provision, e-payments, and similar activities. Digitising administrative tasks reduces processing time, improves data accuracy, and broadens access to services. Recent studies highlight that universities investing in ICT infrastructure and training administrative staff record fewer procedural delays and more reliable service delivery (Kamale, 2025; NUC, n.d.). However, technology is only as effective as the people and policies guiding its use; digital systems require continuous staff training, supervision, and maintenance to achieve sustained impact (Anunobi, 2025). Notably, some TQM components received

relatively low mean scores for example, recruitment based strictly on ICT experience or simply filling posts because they are vacant. These findings point to gaps in human-resource policy. Nigerian evidence shows that recruitment and promotion practices emphasizing competence, ICT skills, and fair appraisal foster stronger job satisfaction and higher productivity among non-academic staff (International Policy Brief, 2025; Salame, 2024).

Policy implications flow directly from these results. Public universities should strengthen internal quality-control units, institutionalize regular audits, and publicize performance standards to reduce ambiguity. Supervision should be an ongoing managerial process: supervisors need clear roles, training in coaching and feedback, and measurable improvement targets. In parallel, deliberate ICT capacity building for non-teaching staff is crucial, ensuring that staff can use online systems efficiently and that these systems include audit trails for transparency (Kamale, 2025; Ofor-Douglas, 2024). Future research could employ longitudinal designs to test causality whether stronger supervision leads to sustained performance gains over time and qualitative methods to explore how administrators experience supervision and quality control. Cross-institutional benchmarking within Nigeria could also help disseminate effective TQM practices (Anunobi, 2025). Overall, this study provides evidence that robust quality control, consistent staff supervision, and strategic ICT adoption are vital for enhancing non-teaching staff effectiveness in public universities in North Central Nigeria. Strengthening these areas offers a practical route to improved administrative performance and better service delivery across the Nigerian higher-education system.

Conclusion

This study set out to determine how Total Quality Management (TQM) practices influence the effectiveness of non-teaching staff in public universities across North Central Nigeria. Using survey data from 311 respondents and Pearson product–moment correlation, it investigated two central relationships: the link between quality control and staff effectiveness, and the link between staff supervision and staff effectiveness. The descriptive findings showed that TQM practices directed at discipline and oversight such as putting adequate measures in place to reduce staff indiscipline and constituting committees to supervise administrative activities were rated higher than practices centred purely on technical recruitment or filling vacant posts. The study also revealed a strong integration of ICT in routine administrative operations, including online admissions, e-transcripts, and electronic fee payments. These patterns indicate that both managerial oversight and technology adoption are now core elements of daily administration in public universities in the region.

Inferential analysis further underscored the importance of these elements. Quality control displayed a positive and significant relationship with non-teaching staff effectiveness ($r = 0.334$, $p < .001$), while staff supervision showed an even stronger correlation ($r = 0.442$, $p < .001$). These results establish that when quality standards are clearly defined and consistently monitored, and when supervisors provide active guidance and feedback, non-teaching staff perform their roles more effectively. The outcome resonates with contemporary Nigerian scholarship, which emphasises that structured quality assurance and hands-on supervision foster accountability, improve administrative service delivery, and enhance institutional reputation. Another significant insight is the central role of ICT in driving staff effectiveness. High mean ratings for online recruitment, e-payment systems, and digital management of records suggest that digital platforms have become indispensable in improving efficiency and

transparency. However, the technology itself is only one part of the equation; its benefits depend on trained personnel and robust oversight to ensure correct use and continuous improvement. The findings carry important policy implications. Public universities need to strengthen their internal quality-control units, ensuring that audits, staff appraisals, and performance checks are regular and transparent. Supervision should move beyond routine attendance checks to include mentoring, capacity building, and constructive feedback. In addition, deliberate ICT training for non-teaching staff should be prioritised so that technology-based systems remain efficient and secure.

In summary, this research provides empirical evidence that effective quality control, active supervision, and strategic ICT adoption jointly contribute to the improved performance of non-teaching staff in public universities in North Central Nigeria. Universities that invest in these areas are more likely to maintain high administrative standards and meet national and international expectations for service delivery. Strengthening these factors offers a practical and achievable route to more responsive, efficient, and accountable university administration. Looking ahead, future studies could extend this work by examining how these relationships evolve over time or by exploring qualitative perspectives from non-teaching staff and supervisors. Such research would enrich understanding of the mechanisms that sustain staff effectiveness and help Nigerian universities remain competitive and effective in a rapidly changing educational landscape

Recommendations

Based on the findings of this study, the following practical recommendations are proposed to strengthen non-teaching staff effectiveness in public universities across North Central Nigeria:

1. Universities should create or reinforce internal quality control units that operate beyond routine checks. This includes regular audits, transparent staff appraisals, and clear performance indicators. Quality standards should be documented and shared with all administrative staff so expectations are well understood. Public display of key performance benchmarks can also enhance accountability.
2. Management should adopt supervision as a continuous developmental process rather than a periodic inspection. Supervisors need clear job descriptions, training in mentoring and constructive feedback, and tools such as supervision manuals to guide their work. Pairing junior staff with experienced mentors can foster on-the-job learning and consistent service delivery.
3. Since ICT-based processes like online admissions, e-transcript services, and e-payments are now central to administrative effectiveness, universities must provide regular ICT training for all non-teaching staff. Budgets should include funds for maintaining and upgrading hardware and software, ensuring secure and reliable platforms that meet international data-protection standards.
4. Recruitment should prioritise professional qualifications, ICT competence, and relevant administrative experience rather than simply filling vacant posts. Transparent promotion procedures and periodic performance-based appraisals will help attract and retain competent staff, reducing turnover and boosting morale.

5. Management should organise regular workshops, seminars, and short courses focused on modern administrative practices, digital literacy, and customer service. Incentives such as recognition awards or career-advancement opportunities can motivate staff to participate and apply new skills.
6. Establishing clear communication lines such as staff suggestion boxes, regular briefings, and online feedback systems can help management identify challenges early and respond to staff needs promptly. This fosters a sense of inclusion and shared responsibility.
7. To maintain high standards, universities should connect measurable performance outcomes with appropriate rewards, such as commendations or promotions, while addressing repeated lapses with corrective measures. A balanced reward-and-sanction system can encourage consistency and dedication.
8. University administrators should continuously benchmark their quality control and supervision practices against top-performing institutions within Nigeria and beyond. Periodic research on best practices will help update policies and keep administrative processes competitive.

Implementing these recommendations will help public universities build a more disciplined, ICT-proficient, and performance-driven non-teaching workforce. By combining firm quality control, effective supervision, and ongoing professional development, institutions can sustain administrative excellence and meet the growing demands of Nigeria's higher education sector.

References

- Abimbola, O. O., Oyatoye, E. O., & Oyenuga, O. F. (2020). Total quality management practices and employee commitment in Nigerian universities. *International Journal of Production Management and Engineering*, 8(1), 1–10. <https://doi.org/10.4995/ijpme.2020.12961>
- Abimbola, B. O., Oyatoye, E. O., & Oyenuga, O. G. (2020). Total quality management, employee commitment and competitive advantage in Nigerian tertiary institutions: A study of the University of Lagos. *International Journal of Production Management and Engineering*, 8(2), 87–98. <https://doi.org/10.4995/ijpme.2020.12961>
- Adebayo, M. O., & Akinlabi, O. S. (2022). Bureaucratic bottlenecks and service delivery in Nigerian public universities. *Journal of Public Administration and Policy Research*, 14(1), 45–57.
- Adejare, A. T., Olaore, G. O., Udofia, I. E., & Emola, P. (2020). Training and managerial efficiency of non-academic staff in Nigerian public universities. *Educational Research International*, 2020, Article 306. <https://doi.org/10.1155/2020/306>
- Ayodele, A. F., Abu, O. A., & Issa, M. O. (2022). Job security strategies and job satisfaction of non-teaching staff in public universities in Lagos State, Nigeria. *Journal of Strategic Management*, 7(2), 45–59.

- Bello, R. M., & Abdullahi, K. (2024). Total quality management and administrative effectiveness in Nigerian higher education. *African Journal of Management Studies*, 12(2), 89–104.
- Ekemam, N. S., & Njoku, U. E. (2020). Total quality management practices and job performance in Nigerian colleges of education. *African Journal of Social and Behavioural Sciences*, 10(1), 77–90.
- Etejere, P. A., Awodiji, O. M., & Raji, S. S. (2021). Organisational climate, performance appraisal and job performance of non-teaching staff in Kwara State colleges of education. *Journal of Management and Training Practice*, 6(2), 65–82.
- Eze, B. A., & Ibrahim, Y. A. (2020). Professional development and administrative effectiveness of university staff in Nigeria. *Nigerian Journal of Educational Management*, 19(1), 33–48.
- Modupe, I. P. M. (2024). Quality assurance practices, administrative effectiveness and job productivity of academic staff in public universities. *Educational Perspectives (Nigeria)*.
- Okoye, P. C., & Onyekachi, G. C. (2023). Motivation and commitment of non-academic staff in Nigerian public universities. *International Journal of Education and Management Sciences*, 15(3), 120–133.
- Olabode, T. A., & Abiodun, F. A. (2021). Service delivery gaps in public universities: Implications for Nigerian higher education. *Journal of Higher Education Policy and Leadership Studies*, 6(4), 112–128.