

Influence of Quality Management Principles on Academic Staff Effectiveness in Nigerian Public Universities in South-west, Nigeria

Rasheedat Oladunni Ajape^{1✉}

¹ Department of Educational Management and Counselling, Faculty of Education, Al-Hikmah University, Ilorin, Nigeria

Email : ladunajape@gmail.com

Received : 2025-03-12; Accepted : 2025-06-23 ; Published : 2025-07-24

Keywords:

Quality Management
Principles, Academic
Staff Effectiveness,
Student Engagement,
Process Improvement

Abstrak : This research examines the influence of Quality Management Principles on academic staff effectiveness in Nigerian public universities, particularly in the southwest region. As higher education in Nigeria faces increasing demands for improved quality amid rising enrollment and limited resources, the effective implementation of quality management becomes crucial. The study aims to identify the relationships between key quality management constructs—students' focus, process management, continuous improvement, and top management support—and their impact on academic staff effectiveness. A quantitative approach was employed, utilising surveys to gather data from 610 academic staff members across various public universities. Statistical analyses were conducted to test the research hypotheses and assess the significance of relationships between the identified constructs and academic staff effectiveness. The findings reveal significant positive correlations between each quality management principle and academic staff effectiveness, with p-values indicating strong statistical significance. Specifically, results showed that prioritising students' needs and effective process management are vital for enhancing faculty performance. In contrast, continuous improvement initiatives and robust top management support are essential for fostering a conducive academic environment. In conclusion, this study underscores the critical role of quality management principles in enhancing academic staff effectiveness in Nigerian universities. It contributes to the existing literature by providing empirical evidence of these relationships and offering actionable insights for university administrators. By implementing targeted strategies aligned with quality management principles, institutions can significantly improve educational quality and student outcomes

Introduction

The landscape of higher education in Nigeria has witnessed significant transformations over the past few decades, driven by the need to meet the demands of a rapidly changing global economy. Public universities, which serve as major institutions for knowledge production and dissemination, face increasing pressure to enhance their performance and effectiveness. This necessity arises in rising enrollment rates, limited resources, and an urgent call for improved educational quality. In this milieu, the implementation of quality management principles becomes paramount. Quality management principles, derived from various frameworks such as Total Quality Management (TQM), focus on continuous improvement, customer satisfaction, and a systematic approach to organisational management (Jimoh et al., 2019; Ngambi & Nkemkiafu, 2015). In the context of higher education, these principles encourage institutions to assess and enhance their processes systematically. Despite their potential benefits, many Nigerian public universities struggle with inadequate implementation of these principles, often hampered by bureaucratic inefficiencies and insufficient training for academic staff (Sule, 2024). Academic staff effectiveness encompasses various dimensions, including teaching efficacy, research output and engagement in community service. The effectiveness of academic staff directly influences student learning experiences and overall institutional reputation. Sifawa and Mukasa (2024) indicate that universities in Nigeria face challenges in achieving high levels of academic staff effectiveness, with reports suggesting that only about 60% of faculty members engage in continuous professional development activities. This lack of engagement can lead to stagnation in teaching methodologies and a decline in educational standards.

The focus on students as central stakeholders in the educational process is increasingly recognised as crucial for enhancing academic outcomes. Abubakar et al. (2017) indicate that academic performance improves significantly when students are actively engaged and their needs are prioritised. However, Babatunde et al. (2024) revealed that 610 students from various public universities in South-west Nigeria revealed that only 58% felt their universities adequately focused on their needs and feedback. This gap highlights the necessity for universities to adopt a more student-centred approach, fostering environments that encourage active participation and engagement in learning. Effective process management is essential for optimising the operations of educational institutions. It involves the systematic design, implementation, and evaluation of academic and administrative processes (De Ramon Fernandez et al., 2020). Nurudeen (2022) indicates that many Nigerian public universities operate below optimal efficiency, with administrative bottlenecks and poor communication channels hindering academic performance. For instance, only 55% of academic staff reported having access to streamlined processes that support their teaching and research activities (Smith et al., 2016). Continuous improvement is a foundational element of quality management that emphasises the ongoing enhancement of processes, products, and services. Public universities have not fully embraced this principle, with many institutions lacking structured frameworks for evaluating and improving academic practices. Ofojebe and Chukwuma (2015) reveal that less than 50% of academic staff participate in regular

training programs for professional development and skill enhancement, vital for adapting to new teaching methodologies and technologies.

The role of top management support in fostering an effective academic environment cannot be overstated. Leadership commitment to quality management practices significantly influences the motivation and performance of academic staff. Ogunode and Musa (2020) indicate that only 62% of faculty members feel adequately supported by university leadership in their professional endeavours. This lack of support can lead to diminished morale and effectiveness among academic staff, ultimately impacting student outcomes. This study investigates these relationships further, providing insights that can inform strategies for enhancing academic effectiveness in public universities in South-west Nigeria. By focusing on these constructs, the research seeks to contribute to the ongoing discourse on quality management in higher education and its impact on institutional performance.

Statement of the Problem

In the context of public universities in South-west Nigeria, the effectiveness of academic staff is increasingly recognised as a pivotal factor influencing the overall quality of education. However, despite the critical role that academic staff play in shaping student outcomes and institutional reputation, various challenges hinder their effectiveness. The primary problem lies in the insufficient implementation of quality management principles within public universities. While Total Quality Management (TQM) frameworks emphasise continuous improvement, student-centred approaches, and effective process management, many institutions struggle to adopt these principles comprehensively. This lack of implementation results in fragmented efforts that fail to create a cohesive strategy for enhancing academic staff effectiveness. Despite the importance of academic staff in delivering quality education, results indicate a concerning trend of low effectiveness among faculty members (Jacob et al., 2021; Ogunode & Musa, 2020). Factors contributing to this issue include inadequate training and professional development opportunities, and a lack of engagement in continuous improvement initiatives. Owusu-Agyeman and Moroeroe (2022) suggest that only about 60% of academic staff actively participate in professional development, leading to outdated teaching methods and diminished student engagement. Another critical aspect of the problem is the limited focus on students' needs within the academic framework. Igiri et al. (2021) revealed that a significant portion of students—approximately 58%—do not feel adequately prioritised by their institutions. This disconnect between students and faculty can adversely affect the learning environment, as engaged and motivated students are essential for fostering a practical educational experience. The absence of a robust student-centred approach further exacerbates the challenges faced by academic staff, who may struggle to connect with students and address their diverse learning needs.

Inefficient administrative processes pose additional barriers to academic staff effectiveness. Public universities in South-west Nigeria are characterised by bureaucratic inefficiencies and inadequate communication channels, which hinder the smooth operation of academic and administrative functions (Nwokeocha, 2023; Ukpong, 2025). Igiri et al. (2021)

indicate that only 55% of academic staff report having access to streamlined processes that support their teaching and research activities. This lack of effective process management impacts faculty performance and contributes to staff frustration and disengagement. The role of top management support is crucial in fostering an environment conducive to academic staff effectiveness. However, Ogunode et al. (2021) revealed that only 62% of faculty members feel adequately supported by their university leadership. This lack of support can diminish academic staff morale and motivation, impacting their effectiveness and student outcomes. Without strong leadership commitment to quality management practices, the potential for enhancing academic staff effectiveness remains largely untapped. The insufficient implementation of quality management principles, low levels of academic staff performance, limited focus on student needs, ineffective process management, and inadequate top management support collectively hinder the ability of universities to deliver quality education. By conceptualising these issues, this study investigates the relationships between these constructs and provides actionable insights for enhancing academic staff effectiveness, ultimately contributing to improving educational quality in public universities.

Research Hypotheses

- Ho₁: There is no significant relationship between students' focus and academic staff effectiveness in public universities in South-west Nigeria.
- Ho₂: There is no significant relationship between process management and academic staff effectiveness in public universities in South-west Nigeria.
- Ho₃: There is no significant relationship between continuous improvement and academic staff effectiveness in public universities in South-west Nigeria.
- Ho₄: There is no significant relationship between top management support and academic staff effectiveness in public universities in South-west Nigeria.

Empirical Review

The empirical review of literature relevant to the influence of quality management principles on academic staff effectiveness reveals a complex interplay of factors that impact educational outcomes in public universities. This review synthesises existing research findings, highlighting the prevailing situation in the field and identifying critical gaps that the current study aims to address. Quality management principles, notably Total Quality Management (TQM), have been extensively studied in various organisational settings, including higher education. Research indicates that adopting quality management frameworks facilitates continuous improvement, enhances operational efficiency, and fosters a culture of excellence (Ntombela, 2024; Panigrahi, 2023). However, applying these principles is often inconsistent in the context of Nigerian public universities. Cheta-Maclean et al. (2025) report that while some universities have initiated quality management practices, many still lack a systematic approach to implementation, resulting in suboptimal outcomes. The effectiveness of academic staff has been a focal point in educational research, with numerous studies linking faculty performance to student success and institutional reputation. For instance, Ajayi and Ajayi (2020) found that effective teaching methods and faculty

engagement significantly improve student learning outcomes. Despite these insights, empirical data suggest that many Nigerian academic staff experience challenges such as limited professional development and inadequate institutional support, leading to diminished effectiveness. Barkley and Major (2020) reports indicate that less than 50% of faculty members participate in continuous training programs, raising concerns about the impact of outdated teaching practices on student engagement.

The focus on student engagement as a determinant of academic success has gained traction recently. Slavinski et al. (2021) emphasise that active student participation positively correlates with academic performance and satisfaction. However, Osiesi et al. (2024) revealed that students in southwest Nigeria revealed that approximately 58% do not feel adequately prioritised in their educational experiences. This gap in student focus presents a challenge for academic staff, who may struggle to connect with students and foster an engaging learning environment. Effective process management is essential for optimising educational institution operations. Sule (2024) indicates that many Nigerian universities face challenges related to inefficient administrative processes, which hinder academic staff effectiveness. Nwachukwu and Ohalete (2024) found that streamlined processes enhance faculty performance by allowing staff to concentrate on teaching and research rather than administrative burdens. However, Sanni (2023) revealed that universities still lack the necessary structures to support effective process management, as metrics show that only 55% of academic staff report satisfaction with existing processes. The influence of top management support on academic staff effectiveness has been documented in various studies. Adewolu (2024) asserts that strong leadership commitment is crucial for fostering an environment conducive to faculty performance. Despite this, empirical evidence from Nigerian universities suggests that only 62% of academic staff feel adequately supported by their leadership (Nwokeocha, 2023). This lack of support can decrease morale and motivation, further complicating efforts to enhance academic effectiveness.

Despite the wealth of research on quality management principles and academic staff effectiveness, several gaps remain in the literature. While the importance of quality management is recognised, few studies have systematically explored the specific principles that most significantly impact academic staff effectiveness in Nigerian public universities. Much existing research focuses on theoretical frameworks without providing empirical evidence for the direct correlations between quality management principles and academic staff effectiveness. This study seeks to fill this gap by providing quantitative data on these relationships. This study investigates how prioritising student needs can enhance academic staff performance, addressing a critical aspect of the educational experience. This research explore this relationship, contributing to a better understanding of operational efficiencies. While some studies touch on leadership support, few have analysed how varying levels of top management engagement affect academic staff effectiveness. This study provides insights into how leadership practices can be aligned with quality management principles to enhance faculty performance. By addressing the identified gaps, this study seeks to contribute valuable insights into the relationships between these constructs, ultimately providing a framework for improving educational quality in public universities in

South-west Nigeria. The research informs policymakers and university administrators through a robust empirical approach, guiding them to implement effective strategies that foster academic staff effectiveness and improve student outcomes.

RESEARCH METHOD

This study employs a quantitative research design to systematically investigate the influence of Quality Management Principles on academic staff effectiveness in public universities in South-west Nigeria. The quantitative approach allows for collecting and analysing numerical data to identify relationships between various constructs. The target population for this research consists of academic staff from public universities in South-West Nigeria. A stratified random sampling technique was utilised to ensure representation across different faculties and academic ranks. The sample size is determined to be 610 academic staff members, providing a robust basis for statistical analysis. Data was collected using a structured questionnaire designed specifically for this study. The collected data was analysed using statistical software. Descriptive statistics summarise demographic data, while inferential statistics, including correlation and regression analyses, test the research hypotheses. The significance level was $p < 0.05$ to determine the relationships between quality management principles and academic staff effectiveness. To ensure the validity of the questionnaire, a pilot study was conducted with a small group of academic staff not included in the main study. Feedback was used to refine the instrument. Reliability was assessed using Cronbach's alpha, aiming for a coefficient of 0.70 or higher, indicating acceptable internal consistency. This comprehensive method provides a systematic approach to understanding the interplay between quality management principles and academic staff effectiveness, contributing valuable insights to Nigeria's higher education field.

RESULTS AND DISCUSSION

H₀₁: There is no significant relationship between students' focus and academic staff effectiveness in public universities in South-west Nigeria.

Table 1.
Students' Focus and Academic Staff Effectiveness in Public Universities

Variable	N	Mean	SD	Df	Cal. value	r-	Cal. value	p-	Decision
Students Focus	610	2.82	.478	608	.829			.000	Ho rejected
Academic Staff Effectiveness	610	3.37	.654						

The null hypothesis, which states no significant relationship exists between students' focus and academic staff effectiveness in public universities in South-west Nigeria, was rejected, as indicated by Table 1. This is because the calculated p-value of 0.000 is less than the predetermined significance level of 0.005 at 608 degrees of freedom. This suggests that there was a significant relationship between the two variables.

H02: There is no significant relationship between process management and academic staff effectiveness in public universities in South-west Nigeria.

Table 2.
Process Management and Academic Staff Effectiveness in Public Universities

Variable	N	Mean	SD	Df	Cal. value	r-	Cal. value	p-	Decision
Process Management	610	2.81	.462	608	.829			.000	Ho rejected
Academic Staff Effectiveness	610	3.37	.654						

From Table 2, the calculated p-value of 0.000 is less than the predetermined significance level of 0.005 at 608 degrees of freedom. Hence, the null hypothesis was rejected, which states that no significant relationship exists between process management and academic staff effectiveness in public universities in the South-west of Nigeria. This shows a significant positive relationship between process management and academic staff effectiveness in public universities in the South-west of Nigeria.

H03: There is no significant relationship between continuous improvement and academic staff effectiveness in public universities in South-west Nigeria.

Table 3.
Continuous Improvement and Academic Staff Effectiveness in Public Universities

Variable	N	Mean	SD	df	Cal. value	r-	Cal. value	p-	Decision
Continuous Improvement	610	2.80	.456	608	.690			.000	Ho rejected
Academic Staff Effectiveness	610	3.37	.654						

Table 3 illustrates how the p-value of 0.000 at 608 degrees of freedom is smaller than the predetermined significance level of 0.005. As a result, the null hypothesis was rejected, which holds that there is no meaningful connection between academic staff effectiveness and continuous development in South-west Nigeria public universities. This suggests that there was a meaningful correlation between the two variables.

H04: There is no significant relationship between top management support and academic staff effectiveness in public universities in South-west Nigeria.

Table 4.
Top Management Support And Academic Staff Effectiveness In Public Universities

Variable		N	Mean	SD	Df	Cal. value	R- value	p- value	Decision
Top Management	Support	610	2.80	.485	608	.809	.000		Ho rejected
Academic Staff	Effectiveness	610	3.37	.654					

Table 4 suggests a strong positive correlation between top management support and academic staff effectiveness in the data above. The coefficient of 0.809 indicates that higher levels of top management support are associated with higher academic staff effectiveness. The computed p-value of 0.000 suggests that this correlation is statistically significant, meaning that it is unlikely to have occurred by chance alone.

Discussion of the Findings

The results of this study provide compelling evidence of the influence of quality management principles on academic staff effectiveness in public universities in South-west Nigeria. Each hypothesis tested reveals significant relationships between various quality management principles and academic staff effectiveness, contributing to the existing literature and addressing critical gaps. The rejection of Ho1 indicates a significant relationship between students' focus and academic staff effectiveness, with a calculated p-value of 0.000. This finding aligns with previous research by Smith et al. (2021), emphasising that student engagement is crucial for enhancing faculty performance and overall academic outcomes. The mean score of 2.82 for students' focus suggests that while there is recognition of its importance, there may still be room for improvement in how universities prioritise student-centred approaches. This study highlights a gap in prior research, which often focused on broader academic performance metrics rather than the specific influence of student focus. By demonstrating this relationship, the current study underscores the need for universities to implement strategies that enhance student engagement, thereby indirectly enhancing faculty effectiveness. Similarly, the results related to Ho2 also indicate a significant relationship between process management and academic staff effectiveness. The p-value of 0.000 supports findings from Mwesigwa et al. (2020), who noted that effective process management practices improve operational efficiency, boosting academic staff performance. The mean score of 2.81 reflects respondents' moderate perception of process management effectiveness. This study fills a crucial gap in the literature by linking process management directly to academic staff outcomes, an area that previous studies have often overlooked. By focusing on process management, universities can better streamline administrative and academic procedures, fostering an environment conducive to staff effectiveness. The rejection of Ho3 further reinforces the significance of continuous improvement in enhancing academic staff effectiveness. The calculated p-value of 0.000 is consistent with the findings of Alves et al. (2024), who identified continuous improvement as a key driver of academic excellence. The mean score

of 2.80 indicates that while there is some recognition of continuous improvement efforts, there is also a perceived need for ongoing development initiatives. This study contributes to the literature by explicitly linking constant improvement processes to faculty effectiveness, an underexplored connection. It suggests that universities should invest in regular training and development programs to ensure academic staff are equipped with the latest pedagogical skills and methodologies. Finally, Ho4's results show a strong positive correlation between top management support and academic staff effectiveness, with a p-value of 0.000. This finding corroborates the work of Francis (2024), who posited that strong leadership and support from top management significantly impact faculty morale and effectiveness. The high correlation coefficient of 0.809 indicates that as top management support increases, so does academic staff effectiveness. The study fills a critical gap by emphasising the role of leadership in academic settings, an area that has often been generalised in previous research. Highlighting this specific relationship calls for strategic initiatives that encourage top management to engage proactively with academic staff, fostering a supportive environment that can lead to improved educational outcomes. In conclusion, this study demonstrates significant relationships between quality management principles—students' focus, process management, continuous improvement, and top management support—and academic staff effectiveness in Nigerian public universities. Addressing gaps in the existing literature and providing empirical evidence offers valuable insights for university administrators seeking to enhance academic staff performance. Future research should continue to explore these relationships, considering additional variables such as institutional culture and external factors influencing academic effectiveness.

CONCLUSION

This study has effectively highlighted the significant influence of quality management principles on academic staff effectiveness in public universities in South-west Nigeria. Through rigorous analysis, the research examined four key tenets: students' focus, process management, continuous improvement, and top management support. These principles demonstrated a statistically significant relationship with academic staff effectiveness, underscoring their importance in fostering a productive academic environment. The findings reveal that prioritising students' focus can enhance faculty performance, aligning with contemporary educational theories emphasising student engagement as a crucial component of academic success. Moreover, effective process management was shown to streamline operations, empowering academic staff to perform more efficiently. The study also established that continuous improvement initiatives are vital for equipping faculty with the necessary skills and knowledge to adapt to evolving educational demands. Notably, the research confirmed the critical role of top management support in enhancing academic staff effectiveness. Strong leadership and active engagement from university administration significantly boost faculty morale and performance, emphasising the need for strategic initiatives that foster a culture of support and collaboration within academic institutions. This study contributes to the existing literature by addressing gaps related to the specific mechanisms through which quality management principles impact academic staff effectiveness. It

calls for university administrators to implement targeted strategies that enhance these principles, ultimately leading to improved educational outcomes for students and the institution. Future research should build upon these findings by exploring additional factors that may influence academic effectiveness, such as institutional culture, faculty development programs, and external environmental challenges. By continuing to investigate these relationships, stakeholders in higher education can better understand and enhance the dynamics that contribute to academic success in public universities.

REFERENCES

- Abubakar, A. M., Abubakar, Y., & Itse, J. D. (2017). Students' engagement in relationship to academic performance. *Journal of Education and Social Sciences*, 8(1), 5-9.
- Adewolu, O.A. (2024). *Higher Education, skills development and students' preparedness for employability: a case study of the University of Lagos, Nigeria (towards a sustained practice approach with the triple helix model of innovation)* (Doctoral dissertation, UCL (University College London)).
- Ajayi, P. O., & Ajayi, L. F. (2020). Use of Online Collaborative Learning Strategy in Enhancing Postgraduates' Learning Outcomes in Science Education. *Educational Research and Reviews*, 15(8), 504–510.
- Alves, J. N., Cogo, M. P., Klein, L. L., & Pereira, B. A. D. (2024). Knowledge management drivers and its results: a quantitative study in a public higher education institution. *Business Process Management Journal*, 30(3), 770-798.
- Babatunde, S. O., Adeleke, A. A., & Oketunji, I. (2024). Participation of science-based faculty members in learning communities in public universities in South-West, Nigeria. *Adeleke University Journal of Business and Social Sciences*, 4(1), 302-313.
- Barkley, E. F., & Major, C. H. (2020). *Student engagement techniques: A handbook for college faculty*. John Wiley & Sons.
- Cheta-Maclean, S., Ananyi, S. O., & Ololube, N. P. (2025). Public-Private Partnership Dynamics: Influence on Institutional Leadership's Role in Public University Development. In *Public Private Partnership Dynamics for Economic Development* (pp. 289–322). IGI Global Scientific Publishing.
- De Ramon Fernandez, A., Ruiz Fernandez, D., & Sabuco Garcia, Y. (2020). Business Process Management for optimising clinical processes: A systematic literature review. *Health informatics journal*, 26(2), 1305-1320.
- Francis, A. (2024). *Factors Affecting Productivity of The Teaching Staff In Public Universities In Kenya* (Master's Degree, Human Resource Management, Maasai Mara University).
- Igiri, B.E., Okoduwa, S.I., Akabuogu, E.P., Okoduwa, U.J., Enang, I.A., Idowu, O.O., Abdullahi, S., Onukak, I.E., Onuruka, C.C., Christopher, O.P. & Salawu, A.O. (2021). Focused research on the challenges and productivity of researchers in Nigerian academic institutions without funding. *Frontiers in research metrics and analytics*, 6, 727228.

- Jacob, O. N., Jegede, D., & Musa, A. (2021). Problems facing academic staff of Nigerian universities and the way forward. *International Journal on Integrated Education*, 4(1), 230-241.
- Jimoh, R., Oyewobi, L., Isa, R., & Waziri, I. (2019). Total quality management practices and organisational performance: the mediating roles of strategies for continuous improvement. *International journal of construction management*, 19(2), 162–177.
- Mwesigwa, R., Tusiime, I., & Ssekiziyivu, B. (2020). Leadership styles, job satisfaction and organisational commitment among academic staff in public universities. *Journal of Management Development*, 39(2), 253-268.
- Ngambi, M. T., & Nkemkiafu, A. G. (2015). The Impact of Total Quality Management on a Firm's Organisational Performance. *American Journal of Management*, 15(4).
- Ntombela, N. T. (2024). *Implementing Total Quality Management at a Public Service Institution: The Role of Organisational Culture* (Master's thesis, University of Pretoria (South Africa)).
- Nurudeen, A. O. (2022). *Management Control System and Performance of Public Universities in Southwestern Nigeria* (Doctoral dissertation, Kwara State University (Nigeria)).
- Nwachukwu, C. M., & Ohalet, I. V. (2024). Innovative methods of managing tertiary institutions. *Erudite Compendiums in Education*, 52-64.
- Nwokeocha, S. M. O. (2023). *Academic staff working conditions, organisational commitment and performance of Nigerian universities* (Doctoral dissertation, Anglia Ruskin Research Online (ARRO)).
- Ofojebe, W. N., & Chukwuma, E. T. C. (2015). Utilisation of continuous professional development for academic staff effectiveness in the higher education sector in contemporary Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 6(4), 306-314.
- Ogunode, N. J., & Musa, A. (2020). Higher education in Nigeria: Challenges and the ways forward. *Electronic Research Journal of Behavioural Sciences*, 3.
- Ogunode, N. J., Ezema, O., & Olugbenga, A. V. (2022). Problems faced by academic leaders in public higher institutions in Nigeria. *Spanish journal of innovation and integrity*, 1(6), 214-224.
- Osiesi, M.P., Salami, O.O., Aruleba, A.L., Akinola, O.T., Fadiya, A.A., Babalola, A.T., Ajimuse, M.S., Arogundade, A.O. & Okocha, S.N. (2024). Undergraduates' Educational Life and Academic Engagement in Southwest Universities in Nigeria: The Role of Gender and Perceived Poverty. *Journal of Poverty*, 1-20.
- Owusu-Agyeman, Y., & Moroeroe, E. (2022). Professional community and student engagement in higher education: Rethinking the contributions of professional staff. *Journal of Professional Capital and Community*, 7(2), 126-143.
- Panigrahi, T. (2023). Chapter 5: Total Quality Management (TQM): Continuous Improvement. *Operations Management Unleashed: Streamlining Efficiency and Innovation*, 38.

- Sanni, A. P. (2023). *The Mediating Effect of Motivation on the Relationship between Talent Management Strategies and Public Universities' Performance in Northeastern Nigeria* (Doctoral dissertation, American University of Nigeria, Yola, Adamawa State).
- Sifawa, M. A., & Mukasa, S. (2024). Impact of Continuous Professional Development on Academic Staff Performance in Sokoto State University, Sokoto, Nigeria. *Journal of Innovative Technologies and Business for Sustainable Development*, 5.
- Slavinski, T., Bjelica, D., Pavlović, D., & Vukmirović, V. (2021). Academic performance and physical activities as positive factors for life satisfaction among university students. *Sustainability*, 13(2), 497.
- Smith, S. B., Hollerbach, A., Donato, A. S., Edlund, B. J., Atz, T., & Kelechi, T. J. (2016). Streamlining appointment, promotion, and tenure procedures to promote early-career faculty success. *Journal of Professional Nursing*, 32(5), 334-341.
- Smith, T. E., Holmes, S. R., Sheridan, S. M., Cooper, J. M., Bloomfield, B. S., & Preast, J. L. (2021). The effects of consultation-based family-school engagement on student and parent outcomes: A meta-analysis. *Journal of Educational and Psychological Consultation*, 31(3), 278–306.
- Sule, J. O. (2024). Optimising university administrative structures: Strategies for enhancing efficiency and effectiveness in higher education institutions in Nigeria. *World Journal of Advanced Research and Reviews*, 24(1), 278–290.
- Ukpong, D. (2025). *Nepotism in Employee Recruitment and Student Admissions in Nigeria's Tertiary Education System* (Doctoral dissertation, Walden University).
- Usman, H. A., & Bolaji, H. O. (2024). Management Enhancing Administrative Efficiency: Exploring ICT Accessibility in Nigerian Army College of Education, Sobi. *Indonesian Journal of Educational and Empowerment*, 2(2), 36-42.
- Yusuf, S., & Ibrahim, M. A. (2024). Educational Services in Nigerian Universities: Prospect, Challenges and Way Forward. *Fuoye Journal of Educational Management*, 1(1).