



JOB SATISFACTION AND ACADEMIC QUALIFICATIONS AS PREDICTORS OF QUALITY SERVICE DELIVERY AMONG ACADEMIC STAFF WITH SPECIAL NEEDS: CASE STUDY FEDERAL COLLEGE OF EDUCATION, (SPECIAL) OYO, NIGERIA

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ABSTRACT

Purpose: This study examined job satisfaction and academic qualification as predictors of quality service delivery among academic staff with special needs in the Federal College of Education (Special), Oyo, Oyo State, Nigeria.

Design/Methodology/Approach: The study used a descriptive survey research design. A multistage sampling technique was used to select 20 academic staff with special needs in F.C.E. (Sp.) Oyo as respondents. Twenty sets of questionnaire were distributed and retrieved from respondents. Data Analysis used descriptive statistics and multiple regression to test the stated hypothesis.

Research Limitation: This study strictly examined job satisfaction and academic qualifications as predictors of quality service delivery. This was discussed among academic staff with special needs in the Federal College of Education (Special), Oyo, Nigeria.

Findings: Job satisfaction and academic qualification significantly predict quality service delivery ($F_{(2,37)}=3.321$; $R=.528$, $R^2=.279$, $Adj. R^2=.240$; $P<.05$). About 28% of the variation in quality service delivery was accounted for by the independent variables. Unlike academic qualifications, job satisfaction predicts quality service delivery of academic staff with special needs with a significance score of 0.001.

Practical Implication: Job satisfaction correlates significantly more with quality service delivery among academic staffers with special needs than with educational qualifications.

Social Implication: For an employee to attain and sustain quality service delivery that guarantees quality student learning, employers should prioritise job satisfaction for academic staff with special needs.

Originality and Value: The future of academic staffers with special needs is anchored on the fulfilment they derive from their jobs.

Keywords: *Academic staff. job satisfaction. qualifications. quality service delivery. special needs*



INTRODUCTION

The provision of goods or services by individuals, organisations, or groups utilising particular procedures is called service delivery. However, providing high-quality service necessitates meticulous preparation and constant work. This is especially important in the education industry because the calibre of instruction directly impacts student outcomes. Teachers play a crucial role in schools, providing services that improve students' academic performance and adhere to the norms of high-quality service delivery in an educational context (Tamunokonbia & Nwaogu, 2021).

The quality of education at all levels is a critical global problem because of education's substantial influence on student progress and overall school performance. Several facets of society, such as government, healthcare, security, and the economy, are impacted by an effective educational system. As such, the education sector is considered unique and crucial, and service providers are held to a high standard. It is the responsibility of teachers, in particular, to provide high-quality instruction and give pupils the tools they need to succeed academically. However, Teachers with special needs are frequently disregarded despite these expectations.

According to Abdulrahman, Alabi, Yusuf, and Mustapha (2021), academic staff members are professionals who work at educational institutions and carry out research, teach, publish scholarly works, and participate in community service. Their job is to promote knowledge-sharing and research projects that advance society. Academic staff members are educators in charge of teaching, learning, research, and community service in academic institutions (Popoola, 2008).

Aliyu and Kabiru (2014) emphasise how crucial academic staff members are to accomplishing the objectives of higher education. Scholars like Olorutoba and Ajayi (2006) and Akuegwu, Bassey, and Udida (2007) highlighted research, publication, and teaching as essential components of a lecturer's efficacy. Individuals with disabilities such as cerebral palsy, vision impairment and hearing impairment are among the academic staff members who have special needs. Their degree of job satisfaction significantly impacts the calibre of services they offer, despite their limitations.

Academic staff members' job satisfaction is crucial because it affects how well they can complete activities like making lesson plans, taking notes during lectures, grading papers and keeping records of students' progress. Academic staff members also need to keep up with developments in their discipline and teaching strategies. According to Hee, Shi, Kowang, Fei, and Ping (2020), academic staff are also vital mentors and role models for their students.

A person's entire opinion of their employment, encompassing aspects such as job duties, pay, workplace culture and relationship with co-workers, is called job satisfaction (Popoola, 2014). Although job satisfaction has been the subject of considerable research,



it frequently focuses on a larger workforce. However, this study focuses on the relationship between academic qualifications, the provision of high-quality services, and job satisfaction among academic staff members with special needs at the Federal College of Education (F.C.E.) (Special) in Oyo, Oyo State, Nigeria.

There has not been much research on the connections between job satisfaction, academic qualifications and service delivery among people with special needs, which is important to ensure high-quality service delivery in all sectors, particularly in education, which serves as the foundation for other businesses. This study investigates the relationship between academic qualifications and job satisfaction and the quality of services provided by academic staff with special needs at F.C.E. (Special) Oyo, located in Oyo State, Nigeria. This study investigated academic qualifications and job satisfaction as predictors of quality service delivery among academic staff members with special needs at F.C.E. (Special) Oyo, Oyo State, Nigeria. The particular goals were to examine the relationship between job satisfaction, academic qualification and quality service delivery among academic staff with special needs in F.C.E. (Special), Oyo; to evaluate the relative contribution of job satisfaction and academic qualification on quality service delivery among academic staff with special needs in FCE (Special), Oyo; and to examine the joint contribution of job satisfaction and academic qualification on quality service delivery among academic staff with special needs in F.C.E. (Special), Oyo.

This study is significant in raising the standard of care provided to academic staff members, especially those with special needs. Academic staff with special needs will receive the knowledge and information needed to improve performance at work. Higher-quality instruction will consequently benefit students, who are the primary beneficiaries of the education provided by academic personnel with special needs. Consequently, this will assist in changing the unfavourable opinions that are frequently connected to the provision of services by people with special needs. The study will also increase public understanding, promoting more confidence and interaction with professionals with special needs across various industries. Ultimately, this study will help attain Sustainable Development Goals (SDGs) 4, 8, and 10, centering around Quality Education, Decent Work and Economic Growth, and Reduced Inequalities.

THEORIES UNDERPINNING STUDY

Quality Service Delivery

The International Standards Organisation (ISO) states that services are essential to the production process and that service quality is the primary element ensuring customer satisfaction. Many aspects, including packaging, speed, distinctiveness, cost, distribution and standard compliance, can affect this satisfaction (Gilbert et al., 2006). Perceptions of service quality, however, can differ based on personal objectives and viewpoints. Delivering top-notch services is essential for organisational success in



today's fiercely competitive climate, which includes academic institutions (Zeithaml et al., 1996). Because of this, many companies are focusing more on learning how customers perceive the quality of services in order to create strategies that raise customer satisfaction. Products still have a significant role in the market, but services are now given more attention. According to Daniel and Berinyuy (2010), service quality is crucial for promoting client satisfaction, loyalty, profitability, and cost-effectiveness.

The difference between what customers expect from a service and what they receive is how service quality is measured. In contrast, surpassing expectations results in more outstanding service quality and increased customer satisfaction. Poor service quality is perceived when the service does not meet expectations (Parasuraman et al., 1988). Thus, the degree to which a service meets or exceeds the expectations of the client determines the quality of that service. Organisations must continuously fulfil or surpass these standards to sustain good service quality (Parasuraman et al., 1985).

Job Satisfaction and Quality Service Delivery

Job satisfaction is the term used to describe how someone feels about their work when their expectations and experiences line up (Chazon, 2009). It includes workers' attitudes and sentiments about their occupations; satisfied feelings indicate job satisfaction, whereas unsatisfied feelings indicate discontent (Armstrong, 2006). Arnett, Laverie, and McLane (2002) observed that some characteristics, such as autonomy, reward structures, management style, and work environment, influence job satisfaction.

Considering how important work is to people, there is a strong correlation between job satisfaction and life contentment in general. Workplace experiences impact personal life, and vice versa, since job performance can be impacted by personal satisfaction or discontent. Organisations impact job satisfaction in addition to individual life satisfaction. While features like task variety, autonomy, and precise performance targets can positively affect satisfaction, organisational problems like insufficient resources can have the opposite effect.

Furthermore, Flap and Völker (2001) point out that people with a strong internal locus of control typically express more significant levels of job satisfaction. Research findings reveal a beneficial relationship between job satisfaction and social responsibility, engagement, rewards, efficiency and mental health. On the other hand, problems such as insecurity, job pressure, and absenteeism are negatively correlated with job satisfaction (Judge & Hulin, 1993). Contemporary management has recognised employees as distinct individuals with distinct objectives, which has led to a significant shift in the relationship between job satisfaction and organisational performance. Satisfied employees are likelier to perform well because they feel fulfilled (Aziri, 2011).

Workers who are satisfied in their positions usually work more, behave morally, and do superior work. Research reveals that contented employees exhibit increased levels



of engagement and are more likely to provide exceptional customer service (Yoon & Suh, 2003), frequently offering customised services that cater to customers' interests (Brian, 1999). Furthermore, as it encourages a dedication to ongoing improvement, staff satisfaction is essential for upholding high service standards (Mohsin & Lockyer, 2010). According to studies by Hartline and Ferrell (1996), job satisfaction and service quality are positively correlated, and loyalty also improves service outcomes (Silvestro & Cross, 2000). Armstrong (2006) points out that motivation, loyalty, and job satisfaction are critical behaviours that propel organisational success.

Increased levels of dedication and loyalty among employees are frequently viewed as signs of organisational success, which improves operational effectiveness. Nevertheless, unsatisfied employees can harm productivity at the workplace and individually (Savari et al., 2013). According to Tella, Ayeni, and Popoola (2007), low job satisfaction can result in disengagement and a decrease in organisational commitment, raising turnover rates. Customer satisfaction and service quality are directly impacted by employee satisfaction, which in turn affects the organisation's profitability. As a result, there is a "satisfaction-quality-profit cycle," in which a rise in employee satisfaction raises the company's profitability (Yee et al., 2008).

However, some studies indicate that job satisfaction may only directly impact organisational performance (Mathieu & Zajac, 1990) and have a negligible effect on service quality (Kim & Han, 2013). According to other research, there is no discernible relationship between customer satisfaction, job satisfaction and service quality (Brown & Mitchell, 1993; Simpson, 2006). Furthermore, Iaffaldano and Muchinsky (1985) contend that job contentment does not necessarily translate into enhanced productivity, demonstrating that job satisfaction does not always translate into better performance.

According to Armstrong (2006), excellent performance may come after job satisfaction rather than before it. While some people look for contentment outside of the workplace, others are driven to succeed in their positions and take pride in their accomplishments. As a result, improving performance might necessitate giving staff members the instruments and assets they require for success, as well as the knowledge and abilities they need, and acknowledging their achievements with concrete or intangible rewards. Individuals are driven by the desire to attain particular goals. When these are accomplished—primarily through better performance, they frequently experience a sense of fulfilment, mainly if it results in recognition or a feeling of success (Armstrong, 2006).

The idea that a satisfied workforce improves the quality of services is based on the concept of fair social interactions, which holds that people often anticipate connections to be equitable. People frequently feel obliged to give back when they get more than they bargained for. Both parties foster loyalty, commitment and trust in positive reciprocal partnerships. The social exchange theory states that employees are more



inclined to show loyalty when companies offer good working circumstances, encouraging job satisfaction. This loyalty may improve service quality and organisational outcomes (Yee et al., 2008).

Quality Service Delivery and Academic Qualifications

Adegbesan (2011), Abijo (2014), Oduma (2013), and Ofojebe and Ezeugo (2010) all stress the vital role that teacher commitment and appropriate credentials play in guaranteeing successful educational delivery. Their main points are summed up as follows:

Academic Staff's Educational Background: Ofojebe and Ezeugo (2010) state that quality service delivery results from teaching staff members having higher academic qualifications since educators' educational backgrounds significantly impact instruction quality. Similarly, Abijo (2014) emphasises the crucial role that competent and dedicated educators play in accomplishing learning objectives, emphasising that success in the classroom depends on both competence and dedication.

Oduma (2013) covers many topics, including staffing, research, teaching, infrastructure, community involvement, and the general academic atmosphere. Upholding excellent standards in all academic disciplines is the major objective of quality service in higher education institutions. Adegbesan (2011) explores quality service in further detail, emphasising areas including students, the school environment, resources, and staff competency. This implies that other criteria should be taken into account in addition to academic qualification to guarantee the provision of high-quality education. When taken as a whole, these viewpoints highlight the complexity of quality teaching and the necessity of highly qualified teachers, sufficient resources and strong quality assurance procedures to meet learning goals.

Recently, there has been an increase in concern over the standard and quality of service delivery in Nigeria, which is ascribed mainly to what is known as the "Japa syndrome"—the mass migration of skilled and semi-skilled workers to the United States, United Kingdom, and other developed countries in search of higher wages and benefits. Because of this, academic qualifications have become less valuable in Nigeria, where many youths choose cybercrime due to the difficulties of pursuing an education. It indicates that many young people think "education is a scam."

METHODOLOGY

Research Design

This study adopted a descriptive survey research design because no variables of interest were manipulated.



Population

This study's population comprised 415 academic staff with special needs in F.C.E (Special), Oyo, Oyo State, Nigeria.

Sample and Sampling Technique

The study's sample consisted of twenty academic staff members with special needs, representing four categories: hearing impairment, visual impairment, physical impairment, and cerebral palsy. The academic staff was first divided into these four groups using a multi-stage sample technique. A purposive selection process was then used to select 20 individuals with special needs from the four categories.

Data Collection

Data was collected using the Job Satisfaction Survey and Quality Service Delivery Scale. The Instrument was distributed among Lecturers with Special needs in the Federal College of Education, (Special) Oyo. Twenty sets of questionnaire were distributed and retrieved from respondents.

Data Analysis

Data Analysis used descriptive statistics and multiple regression to test the stated hypothesis.

RESULTS

The results of this study are based on the investigation of job satisfaction and academic qualifications as predictors of quality service delivery among academic staff with special needs in F.C.E. (Special) Oyo. The findings were drawn from the study based on three research questions postulated.

Table 1: Distribution of respondents based on gender.

Gender	Frequency	Percentage
Male	14	70
Female	6	30
Total	20	100

Table 1 shows the demographic information on gender. 70 percent of the special needs respondents were males, while females represented 30 percent.



Table 2: Distribution of respondents based on academic qualifications.

Academic qualifications	Frequency	Percentage
Ph.D	16	80
M.Ed/M.Sc.	3	15
B.Ed/B.Sc.	1	5
Total	20	100

Table 2 shows that 80 percent of the respondents had terminal degrees of PhD, 15 percent had master's degrees, and 5 percent had first degrees. This indicates that all respondents were capable of offering valuable information that could improve this paper's findings.

Relationship between job satisfaction, academic qualification and quality service delivery among academic staff with special needs in FCE (Special), Oyo

Table 3: Multiple regression analyses showing the relationship among the variables under study.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1131.931	2	565.966	3.321	.040
Residual	2926.844	18	79.104		
Total	4058.775	20			

$R = .528$

$R^2 = .279$

$Adj R^2 = .240$

Table 3 shows a substantial correlation ($F(2,37) = 3.321$; $R = .528$, $R^2 = .279$, $Adj. R^2 = .240$; $P < .05$) between the independent variables (job satisfaction and academic qualifications) and quality service delivery. The independent variables accounted for almost 28% of the variation in providing high-quality services. This shows that academic staff members with special needs can be accurately predicted to provide high-quality services based on their job satisfaction and academic qualifications. As a result, there is a strong correlation between academic qualifications, job satisfaction, and the standard of service provided by academic staff members with special needs.



Contribution of job satisfaction and academic qualification on quality service delivery among academic staff with special needs in FCE (Special), Oyo

Table 4: Relative contribution of independent variables (job satisfaction and academic qualifications) to the prediction of quality service delivery among academic staff with special needs.

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	β		
(Constant)	20.820	14.781		1.409	.156
Job Satisfaction	9.963	3.003	.463	3.318	.001
Academic Qualification	.282	.153	.257	1.844	.062

The relative contributions of each independent variable to the dependent variable are shown in Table 4. It is demonstrated that job satisfaction ($\beta = .001$, $P < .05$) is a significant predictor of the provision of high-quality services, with a significant impact ($\beta = .463$, $t = 3.318$, $P < .05$). Conversely, $\beta = .062$, $P > .05$ for academic qualifications did not show up as a significant predictor ($\beta = .257$, $t = 1.844$, $P > .05$). These findings suggest that academic qualifications do not significantly predict the quality of service delivery among academic staff with special needs, but job satisfaction does. With a significance level of 0.001, the results emphasise the role of job satisfaction in affecting quality service delivery.

The joint contribution of job satisfaction and academic qualification on quality service delivery among academic staff with special needs in FCE (Special), Oyo

Table 5a: Correlation between Job satisfaction and quality service delivery of academic staff with special needs.

Variable	Mean	Std. Dev.	N	R	P	Remark
Quality Service Delivery	62.9250	10.2015	20	.254	.014	Sig.
Job Satisfaction	90.2750	9.3260				

Table 5a shows that there was no significant relationship between Quality Service Delivery and Job Satisfaction ($r = .254$, $N = 40$, $P < .05$). The implication of the above finding is that job satisfaction as an independent variable has significant effect on quality service delivery among academic staff with special needs.



Table 5b: Correlation between academic qualifications and quality service delivery among academic staff with special needs.

Variable	Mean	Std. Dev.	N	R	P	Remark
Quality Service Delivery	39.82	7.97	20	.106	.292	Not Sig.
Academic qualifications	38.20	4.24				

*Sig. at .05 level

Table 5b shows that, among academic staff with special needs, there is no significant correlation between academic qualifications and the provision of high-quality services ($r = .106$, $N = 100$, $p > .05$). This implies that the level of service these employees provide cannot be predicted or determined by academic qualifications.

Tables 5a and 5b demonstrate that, among academic staff members with special needs, job satisfaction is significantly correlated with providing high-quality services, although academic qualifications are not. This suggests that job satisfaction is the key to providing quality services rather than academic qualifications and that neither component alone can account for the outcome.

DISCUSSION

The study investigated the relationship between academic qualifications, job satisfaction, and the nature of service delivery by academic staff members with special needs. The findings show a significant relationship between the independent variables—job satisfaction and academic qualifications—and the provision of high-quality services. A strong association between job satisfaction and academic qualifications and quality service delivery was found through an F-test analysis, with an F-value of 3.321 ($P < .05$).

Regression analysis further corroborates these results, which showed that the independent variables account for about 28% of the variance in quality service delivery, according to the coefficients of determination (R , R^2 , Adj. R^2). This implies that academic qualifications and job satisfaction are both important predictors of service quality, highlighting the significance of both elements in enhancing the provision of services among academic staff members with special needs.

Kiragu (2015), who discovered a favourable relationship between staff satisfaction and service quality in Nairobi funeral homes, supports the importance of job satisfaction and academic qualifications as drivers of service quality. Ofojebe and Ezeugo (2010) also showed that greater staff education levels correlate with higher-quality services. In line with study results, Abijo (2014) emphasised the importance of having skilled teachers committed to helping students achieve learning goals.



The impact of job satisfaction and academic qualifications on service quality at FCE (Special), Oyo was the subject of the second research question. The findings, at a significance level of 0.001, demonstrated that while academic qualifications were not a significant predictor of quality service delivery, job satisfaction was. This result validates the findings of Mosahab (2010), who pointed out that staff satisfaction highly impacts service quality. Similarly, Saani et al. (2014) and Dankyi and Nyieku (2021) discovered that employee commitment and service quality are influenced by job satisfaction.

The third research question examined the combined impact of academic qualifications and job satisfaction on service quality. No significant correlation was discovered between academic qualifications and service quality, although Tables 3a and 3b showed a strong relationship between job satisfaction and service quality. This implies that, when taken into account jointly, academic qualifications have little effect on the quality of service delivery, even while job satisfaction plays a critical role.

The study concludes that job satisfaction is a critical predictor of service quality among academic staff members with special needs but that academic qualifications do not substantially affect service quality. These findings align with earlier studies highlighting that job satisfaction is important to upholding strong service standards.

CONCLUSION

The study extensively revealed the symbiotic relationship between job sanctification and academic qualification on quality service delivery among academic staff with special needs in the Federal College of Education (Special), Oyo, Oyo State, Nigeria. The study, therefore, concluded that quality service delivery among academic staff with special needs is more of a product of job satisfaction than academic qualifications across all categories of special needs, such as hearing impairment, visual impairment, physical impairment and cerebral palsy considered in this study. The study also revealed that quality service delivery is a product of job satisfaction, not only among the general population but also among the population of academic staff with special needs.

Also, the study concluded that attainment of quality service delivery among academic staff with special needs will lead to quality education being Goal number 4 of the SDGs because quality service given by academic staff with special needs to teachers in training will lead to the provision of quality education. The study also concluded that Goals 8 and 10 of the SDGs- Decent Work and Economic Growth and Reduced Inequalities become attainable when job satisfaction is ensured among workers, especially academic staff with special needs.



Recommendations

Based on the findings of the study, the following recommendations were made:

1. Chief Executive Directors (CEOs), employers of labour, business owners, and captains of industries should, as much as possible, prioritise employee job satisfaction, special needs notwithstanding. In no small measure, this will promote and enhance quality service delivery, leading to guaranteed customer satisfaction.
2. Chief Executive Directors (CEOs), employers of labour, owners of business and captains of industries should not take advantage of employees with special needs but rather treat them the same way they want to be treated, as long as their academic qualifications, experiences and services are needed and relevant to their institutions. This will promote healthy competition between persons with special needs and their counterparts without special needs and encourage young people with special needs to be focused, hardworking and hopeful of a satisfactory future.
3. Academic staff with special needs should not be complacent but bold enough to take a giant stride to advocate for and crave job satisfaction from their employers through dialogue and other peaceful means. When such employers remain adamant, opting out of such a job for a job that guarantees job satisfaction may be the last option rather than working without job satisfaction.
4. Labour Unions and Civil Society Organisations should endeavour to engage employers in both public and private sectors on the need to prioritise job satisfaction of workers, especially workers with special needs, to attain quality service delivery in the academic and every sector in the country.
5. The government should enact a job satisfaction policy binding on employers and employees, especially for employees with special needs. This would be a step forward from the 2018 Disability Act.

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