

**PERSONNEL GRADING AND EMPLOYEES SERVICE DELIVERY IN RITMAN  
UNIVERSITY, IKOT EKPENE, AKWA IBOM STATE, NIGERIA**

By

Eyo, Uforo Etim  
Department of Industrial Relations and Personnel Management,  
Ritman University,  
Akwa Ibom State, Nigeria.

Akamba Imoh-Obong Nsikak  
Department of Public Administration,  
Akwa Ibom State University,  
Akwa Ibom State, Nigeria

And

Una, Arit Effiong  
Department of Public Administration,  
Akwa Ibom State University,  
Akwa Ibom State, Nigeria

**ABSTRACT**

*The organizational efficiency is derived from its ability to provide a multi-dimensional view of an organization's workforce as a result of this, personnel grading is as paramount as a moving vehicle. The study focused on two objectives which was to examine the role of personnel grading and employees' service delivery in Ritman University, Ikot Ekpene, Akwa Ibom State, Nigeria. The specific objective of the study was to examine the role of teaching staff and employees' service delivery, and to investigate the role of Non-teaching staff and employees' service delivery. The study adopted the expectancy theory and Ekwekwekwea theory of development. The study adopted the survey and descriptive research design with a population of 400 being the total number of staff in Ritman University. In presentation of the data, the researcher used the Pearson Product Moment Correlation Coefficients in interpreting the collected data. In conclusion, non-teaching staff play a vital role in supporting employee performance by providing administrative support, managing resources, ensuring workplace safety, and facilitating smooth operations. Their contributions are essential for creating a conducive work environment and enabling employees to achieve their full potential, teaching staff plays a critical role in enhancing employee performance by providing knowledge, skills, guidance, and support. From the findings and conclusion, the study recommends among others that Ritman University should create a clear and consistent grading system that applies to all employees, regardless of their role or department, that Ritman University should communicate the grading system clearly, ensuring that they understand the expectations and criteria for evaluation, and lastly, Ritman University should implement a system of regular performance reviews and feedback to provide employees with opportunities for growth and development.*

**KEYWORDS:** Personnel Grading, Employees Service Delivery, Teaching Staff, Non-Teaching Staff.

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**BACKGROUND TO THE STUDY**

In the discharge of functions and duties for the attainment of organizational performance in the university system, Personnel grading is considered as the systematic process used in the evaluation of the performance and contributions of employees towards the attainment organizational goals, as it shows the different work specifications and assignment of tasks between the teaching staff and Non-teaching staff of University (Majekodunmi, & Olajide, 2024). An important dissection of personnel grading in the university education system aids in the provision of a structural framework for job evaluation in determining performance, identifying areas for improvement, and making informed decisions on promotions, salary increases, and other rewards. Employee performance refers to the quality and quantity delivered by an employee, Sidorenko, et al, (2017). It is affected by various factors, including employees' skills, abilities, motivation, and the work environment. In Ritman University, personnel grading system is designed to assess the quality and quantity of work deliver by employees, identify major areas which employees can equally develop their skills, performance, offer constructive feedback for the betterment and improvement, on the side of the employees. Use performance data to inform decisions about promotions, salary increases, and other rewards, Ezeali, et al. (2009).

Employee grading system is as good as a moving vehicle as it aid move the growth and development of the organization, giving direction and job direction and are paramount to organizational structure and employee management. When properly designed, the systems offer a well-defined structural framework for assessing performance, setting pay grades, and defining career paths. In the Employee grading system in Ritman University, jobs are organized hierarchically and grouped into categories such as teaching and Non-teaching staff, each category is then assigned with specific grade levels, reflecting different degrees of different categories, responsibility, and expertise (Munsaka, 2014).

The organizational efficiency is derived from its ability to provide a multi-dimensional view of an organization's workforce. In categorizing roles by seniority and also by function, it provides for a more dynamics of understanding each position's value and requirements in the organization. to this end, it ensures that employees with different skill sets but similar levels of performance and responsibilities are considered equivalently, breeding in a sense of fairness and equity in organization, Muhammad, (2013).

### STATEMENT OF THE PROBLEM

The functionality of Personnel grading systems gives much alienation to the assessment of employee performance, identify and suggest areas for improvement, and inform decisions about rewards and promotions. However, many organizations taking into consideration the university system, faces challenges as Ritman University is not exceptional, in effectively implementing and utilizing these systems and common problems associated with personnel grading and employee performance as grading systems could be subjective, leading to inconsistent evaluations and potential biases. Again, Performance expectations may not be clearly defined or communicated to employees, leading to confusion and misunderstandings.

As a result of the grading and hierarchical considerations, jobs are delayed considering the fact that the job that is to be handle by a senior staff cannot be done by a junior staff even though the junior staff is perfect in handling such task, as this brings delayed concluding from Red-tapsm.

The major problem in personnel grading as regards to performance for teaching and non-teaching staff is the lack of a standardized, objective, and equitable system that accurately evaluates performance and contributes to overall institutional effectiveness. This lack of standardization leads to inconsistencies, biases, and potential for unfair treatment among employees. It is under this challenges that the researcher seeks to examine the role of teaching and Non-teaching staff and employees service delivery

in Ritman University.

### **OBJECTIVE OF STUDY**

The main objective of the study was to examine the role of personnel grading and employees' service delivery in Ritman University, Ikot Ekpene, Akwa Ibom State, Nigeria.

The specific objective of the study was;

1. To examine the role of teaching staff and employees' service delivery
2. To investigate the role of Non-teaching staff and employees' service delivery

### **RESEARCH QUESTIONS**

The following research questions provided a guide to the research work:

1. What is the relationship between the role of teaching staff and employees' service delivery in Ritman University?
2. What is the relationship between the roles of Non-teaching staff and employees' service delivery in Ritman University?

### **RESEARCH HYPOTHESES**

The following Null Research Hypotheses was used as a guide for the research;

**Ho:** there is no significant relationship between the role of the teaching staff and employees' service delivery in Ritman University

**Ho:** there is no significant relationship between the role of the teaching staff and employees' service delivery in Ritman University

### **THE CONCEPT OF PERSONNEL GRADING**

As noted by Munsaka, (2014). Personnel grading is considered as a systematic process used in assessing the performance of employees within an organization, also noted as having the capacity in assessing an employee's contributions, achievements, and overall effectiveness in their role in the organization. The major and paramount goal of personnel grading is to provide a fair and objective assessment in determining employee's performance.

### **FUNCTIONS OF PERSONNEL GRADING**

Personnel grading is as good as a moving vehicle due the fact that it aids in determining jobs direction, salary, bonuses, and other forms of compensation accrue to the employees. Again as noted by Nebo, et al. (2015), in determining the growth level of an organization, Personnel grading help in Identifying employees who are ready for advancement to higher positions while at the same time aid in identifying the different areas where employees can benefit from additional training or development opportunities through providing feedback and setting goals for improvement.

### **EMPLOYEES' PERFORMANCE**

Employees' performance is a paramount component of organizational success as it shows and indicate the quality and quantity of work that is produced by an employees, indicating the overall contributions to the achievement of organizational goals within which high-performing employees can drive innovation, improve efficiency, and enhance customer satisfaction, Nwokocha, et al., (2012).

### **THE ROLE OF TEACHING STAFF AND EMPLOYEES' SERVICE DELIVERY**

The Teaching staff of a university education system plays a paramount and effective role in

shaping employee performance within an organization, considerably, those that prioritize learning and development. some of the paramount ways in which employee performance of teaching staff could be enhanced as opined by Oguntimilehin, (2010), firstly, is Knowledge transfer and skill development which implies that teaching staff design and deliver training programs that follows the organization's needs and goals, ensuring that employees get the necessary knowledge and skills in the discharge of their duties and functions, and again, Effective teaching methods, such as interactive workshops, case studies, and simulations, can enhance learning and retention. Ejumudo, (2024), was also of the postulations that Mentorship and Coaching is also one of the roles needed in shaping employee performance within an organization as teaching staff can provide guidance and support to employees, helping them to overcome challenges and develop their potential. Through one-on-one coaching sessions, teaching staff can help employees identify areas for improvement and develop strategies for growth. Ejumudo, (2024), opined the idea of innovation and problem-solving of which Teaching staff can help employees develop critical thinking skills, which are essential for innovation and problem-solving. By fostering a creative and open-minded environment, teaching staff can encourage employees to think outside the box and develop innovative solutions.

### **THE ROLE OF NON-TEACHING STAFF AND SERVICE DELIVERY**

Non-teaching staff play a paramount role in supporting the academic and administrative functions of Ritman University. Their contributions are essential for creating a conducive learning environment, ensuring efficient operations, and ultimately, enhancing the overall performance of the university, Okubanjo, (2014).

### **FUNCTIONS OF NON-TEACHING STAFF**

As noted and observed by Dash, & Mohapatra, (2016), the Non-teaching staff of Universities plays certain major roles towards the development and growth of such institutions, according to the scholar it includes first, administrative support as Non-teaching staff handle different aspect of administrative tasks, ensuring that the University operates smoothly and efficiently for goal attainment which includes keeping of records, management of funds, human resources, and facilities management. Through the provision of timely administrative support, non-teaching staff help faculty and students concentrate on their core responsibilities, leading to increased productivity. Another area observed by the author is that Non-teaching staff are saddle with the responsibilities of maintaining the institution's infrastructure, including buildings, classrooms, laboratories, and dormitories as it ensures a safe and conducive learning environment for students and others, ensuring that the university's facilities are accessible to all students, including those with disabilities. In the works of Igbojekwe, et al., (2024), the functions of the Non-teaching staff is considered, as it provide essential support services to students, such as counseling, teachings, and career guidance. By offering support services, non-teaching staff contribute to the overall well-being of students, which is essential for their academic performance.

Okotoni, & Kugbayi, (2024). in their own postulations, considered the one of the functions of the Non-teaching staff to be Research Support meaning, the Non-teaching staff provides administrative and technical support to faculty engaged in research activities, helping to streamline processes and increase efficiency. They may also assist in data management and analysis, which is crucial for successful research projects and finally, the opinion also centered on community engagement of which the Non-teaching staff plays a vital role in the university's community engagement activities as their efforts aids in the enhancement of the institutions reputation and strengthen its relationship with the local

community.

### **CATEGORY OF PERSONNEL GRADING IN RITMAN UNIVERSITY**

Personnel grading in Ritman University is a systematic process used in assessing the performance and contributions of both teaching and non-teaching staff members. This process involves a combination of self-assessment, peer reviews, and supervisor evaluations. Personnel grading in Ritman University is categorized into: Teaching staff and Non-teaching staff

#### **Theoretical Frameworks**

##### **Expectancy Theory propounded by Vroom in 1964**

The expectancy theory, suggests that employees are more likely to be motivated to perform when they are aware that there is a strong connection between their performance and the compensation they receive. From the works of Hemamalini, (2014). expectancy theory is considered as the strength and attractiveness of individual's expectation of the outcome produced by their performance. The attractiveness of expected compensation for given input will determine one's motivational soundness according to this theory and whether that compensation responds to individual's personal goals or not. Hemamalini, (2014), further explained that there are three relationships; effort- performance, performance compensation and compensations- personal goals which will direct employees behaviour. Expectancy Theory predicts that one's level of motivation depends on the level of attractiveness of the compensations sought and the process of gaining those compensations. If employees perceive that they may get valued compensations from the organization, they equally put greater efforts into task assigned. Expectancy theory pays major emphasis to three dimensions- expectancy, instrumentality and valence, all of which must be high considered if the needed and desired behavior are looked forward to in the work environment.

Expectancy theory of motivation explains the relationship between motivation and performance. The theory emphasize that performance of employees depends highly on high motivation, acquisition of the necessary skills and abilities, an appropriate role and understanding of that role. The effects of motivation on performance depends on the ability of the worker, and the f capacity of performance depends on the motivation of the worker." The effects of capability and motivation on performance are not additive, but interactive. From the above theory, Ritman University motivate their employees (teaching and Non-teaching Staff) through promotion with the expectation that they will perform their assigned duties perfectly and contribute to the organizational growth and achievement. If an employee is expected to increase customers' patronage, the organization only needs to consider the employees for the past performance in order to ensure that they perform more effectively.

##### **Ekwekwekwea Development Theory by Eyo, U. E (2022)**

The theory was propounded by Eyo, U. E, in 2022, while conducting a research to find out the socio-economic development variables of tricycle operation policy in Akwa Ibom State, later reviewed in the works of Eyo, et al., (2024), while carrying out a research on manpower development and organizational performance in Nigerian public and private universities; a case study of university of Uyo and Ritman University (2010 - 2024). Also reviewed by Una, & Eyo, (2024), in ethnic politics and governance in Akwa Ibom State, and finally, by Umo, & Eyo, (2024). Social investment programmes and socio-economic development in Akwa Ibom State, a study of arise/ Dakkada initiative programmes. The proponent observed and linked development of nations, states, local governments,

organizations, ministries, agencies, department and individual to input oriented factors such as training, funding, monitoring/ assessment and evaluation. He opined that an organization, individuals and countries are and will be developed as a result of advance idiosyncratic components emanating from human capital development-training. To him he was of the opinion that more funding and training of workers in an organization and citizens of a country will bring and offer more opportunities to individuals who would have remained unemployed, Eyo (2023). He, observed that manpower development was possible through the policy formulation and implementation strategy of training and retraining of universities staff embark upon by the management of the universities towards the achievement of organizational goals and objectives. As note noted by Una, & Eyo, (2024), while carry out a research on ethnic politics and governance in Akwa Ibom State, applying the Ekwekwekwea theory opined that the there is need for much input factors in terms of Road Infrastructure, political appointments and empowerment programmes as it will bring much developments. The application of this theory is paramount as emphasis is placed on the much input oriented factor-training and retraining of staff of Ritman University from time to time for them acquire and be equipped with the current and new method of task fulfilment for the teaching and non-teaching staff of the institution towards the attainment of organizational goals. Again, the theory stresses the need and factors of development and underdevelopment. to this, the more the university trained their staff, the more they acquire and apply new method of task fulfilment leading to a high level of performance and the more the absence of training and retraining the lesser the knowledge for Ritman University considering certain job positions for different task to be accomplished.

**METHODOLOGY**

The study adopted the survey and descriptive research design. The population for the study was 400 being the total number of staff in Ritman University- (Ritman University H/R Desk). The sampling procedure adopted by the researcher in this study was purposive sampling procedure. The research instruments used in collecting data for this study were questionnaire and interview method as 200 questionnaire was distributed to teaching staff while 200 questionnaire was also distributed to Non-teaching staff making a total of 400 questionnaire. In presentation of the data, the researcher used the Pearson Product Moment Correlation Coefficients in interpreting the collected data. The decision rule used in this study is stated thus; Reject the null hypotheses if the probability value (p-value) is less than 0.05 ( $p < 0.05$ ). Alternatively, accept the null hypotheses if the probability value (p-value) is greater than 0.05 ( $p > 0.05$ ). This can be stated symbolically as: Accept  $H_0$  if  $P_c < P_t$ , Reject  $H_0$  if  $P_c > P_t$ .

**PRESENTATION OF DATA AND ANALYSIS**

A total of 400 copies of questionnaire was administered out of these, a total of 200 copies representing 50% was administered to teaching staff while 200 copies representing 50% was administered to Non-teaching staff

**Table 1:** Bio-data of campuses of Respondents

Questionnaire	Frequency	Percentage
Teaching staff	200	50%
Non-teaching staff	200	50%
<b>Total</b>	<b>400</b>	<b>100%</b>

Source: field Survey 2025.

**Table 2:** Bio-data of Respondents

Questionnaire	Frequency	Percentage
Returned	300	50%
Not returned	100	50%
<b>Total</b>	<b>400</b>	<b>100%</b>

Source: field Survey 2025.

From the table above, it shows that out of 400 copies of questionnaire issued to both campuses, 300 copies were recovered from both campuses as 100 copies were not returned.

**Table 3: Gender Distributions of Respondents**

Sex	Frequency	Percentage %
Male	200	67%
Female	100	33%
<b>Total</b>	<b>300</b>	<b>100%</b>

Source: Field Survey (2025)

From the table above, 200 respondents representing 67% were male while 100 respondents representing 33% were female.

**Research Hypothesis One: Ho:** there is no significant relationship between the role of the teaching staff and employees’ performance in Ritman University.

**Research Hypothesis Two: Ho:** there is no significant relationship between the role of the teaching staff and employees’ performance in Ritman University.

**Tables 4: Responses on if there is no significant relationship between the role of the teaching staff and employees’ performance in Ritman University**

S/N	The role of the teaching staff and Non-teaching and employees’ performance	S/A	A	D	S/D	TOTAL (%)
1.	Teaching and research is the core function perform by you	150 (75%)	150 (25%)	-	-	300  (100%)
2	Teaching and impartation of knowledge to students is your core duties	190 (95%)	110 (5%)	-	-	300  (100%)
3	Clerical and secretary duties are your core function	120 (60%)	180 (40%)	-	-	300  (100%)
4	Clearing and signing of students’ forms is perform in your office/duty	180 (90%)	120 (10%)	-	-	300  (100%)

5	Performing of administrative functions is highly performed by your office	180 (40%)	120 (60%)	-	-	300  (100%)
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The table above shows the response gathered from the field as respondents from both campuses show the relationship between the role of the teaching staff and Non-teaching and employees’ performance in Ritman University.

**Testing of Hypothesis One and two**

The Null hypothesis indicates there is no significant relationship between the role of the teaching staff and employees’ performance in Ritman University.

Pearson Product Moment Correlation (PPMC) was used in analysis of the above hypothesis with the examination of the responses to the questions on the teaching, coaching and research. The PPMC obtained for each of the responses to the questions in Table 4 is presented in Table 4.1.

Table 4.1: Pearson Product Moment Correlation Coefficients for Hypothesis One

		TS	NS	TS	NS
TS 1	Pearson Correlation	1	.593**	.414**	.426**
	Sig. (2-tailed)		.000	.000	.000
	N	200	200	200	200
NS 2	Pearson Correlation	.593**	1	.659**	.599**
	Sig. (2-tailed)	.000		.000	.000
	N	200	200	200	200
TS 3	Pearson Correlation	.414**	.659**	1	.932**
	Sig. (2-tailed)	.000	.000		.000
	N	200	200	200	200
NS 4	Pearson Correlation	.426**	.599**	.932**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	200	200	200	200

Source: Researcher’s Computation (2025)

TS=Teaching staff

NS=Non-teaching staff

Table 4.1 indicates that on the statements that there is no significant relationship between the role of the teaching staff and employees’ performance in Ritman University, Pearson Moment Correlation (PPMC) coefficients generated include 0.893, 0.414, 0.426, 0.659, 0.599, and 0.932 were found to be statistically significant at 5% level of significance. This is an indication of the role of teaching staff and Non-teaching staff and employees’ performance in Ritman University, on the nature and degree of the role of teaching staff (independent variable), the regression and correlation results are presented in Table 4.2.1.

Table 4.2: Analysis Results for Hypothesis One

$TS = 3.336 + 0.091 \text{ TETF.INT}$

T-stat= (51.795) (2.244)

Prob. = (0.000) (0.026)

$R = 0.141$ ;  $R^2 = 0.020$ ; F-stat= 5.035; Prob. (F-stat) = 0.026

**Source:** Researcher’s Computation (2024)

Table 4.2. Shows that the role of teaching staff in Ritman University will remain positive at an average of 3.336 units, if there are no negative changes in Employees’ Performance. This implies, the more the level of Employees’ Performance which will lead to an increase of 0.091 units change. This positive impact is statistically significant with a computed t-statistic value of 2.244 and a probability value of 0.026 (Sig = 0.026), since the probability value obtained is less than 0.05 at 5% level of significance.

The correlation (PPMC) coefficient R value of 0.141 indicates the existence of a positive correlation between the role of teaching staff and Non-teaching staff. However, this can be said to be a high-employees’ performance, positive correlation.

Finally, given that the computed F-statistic value obtained is 5.035 and the probability (sig) value is 0.026, the relationship between the role of teaching staff and Non-teaching staff can be said to have goodness-of-fit on employees’ performance. This implies that the impact is statistically significant. This is an indication that the null hypothesis earlier stated will fail to hold, and is hereby rejected. This implies that a positive and significant impact exists between the role of teaching staff and Non-teaching staff can be said to have goodness-of-fit on employees’ performance

**DISCUSSION OF FINDINGS**

**Teaching Staff in Ritman University**

The findings of the study shows that the role of teaching staff and non-teaching staff in Ritman University will remain positive, if there are no negative changes in Employees’ service delivery. This implies, that service delivery is positively significant as a result of grading of employees in Ritman University. This positive impact is statistically significant with a computed t-statistic value. The correlation (PPMC) coefficient indicates the existence of a positive correlation between the roles of teaching staff and Non-teaching staff. However, this can be said to be a high employees’ service delivery, positive correlation which is in line with the postulations of Majekodunmi, & Olajide (2024), showing and stating that different jobs are carried out by different category of employees in an organization otherwise known as employees grading.

Categories of teaching staff at Ritman University can be categorized based on their academic qualifications, experience and roles. Here are the primary categories:

S/N	Personnel grading category	Qualifications	Task/ expected performance
1	professor	The highest rank, typically requiring a Ph.D. and significant teaching and research experience	Teaching coaching and research experience
2	Associate professor	Typically requires a Ph.D. and substantial teaching and research experience	Teaching coaching and research experience
3	Senior lecturer	Requires a Ph.D. or Master's degree with significant teaching experience	Teaching coaching and research experience

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4	Lecturer 1	Typically requires a Ph.D. or Master's degree with some teaching experience.	Teaching coaching and research assistant
5	Lecturer 11	Requires a Master's degree or Ph.D. with limited teaching experience	Teaching coaching and research experience
6	Assistant lecturer	Typically requires a Master's degree or Ph.D. with little to no teaching experience.	Teaching and assisting undergraduate
7	Graduate assistant	Typically requires a Bachelor's degree or Master's student assisting with teaching.	Teaching and assisting undergraduate

### Categories of Non-Teaching Staff in Ritman University

S/N	Admin. Staff	Technical Staff	Library Staff	Medical Staff	Support Staff	Maintenance Staff	Security Staff	IT Staff
1	Registrar	Laboratory Technologists	University Librarian	Chief Medical Officer	Secretaries	Electricians	Chief Security Officer	System Analysts
2	Deputy Registrar	Laboratory Assistants	Deputy University Librarian	Medical Officers	Clerical Officers	Plumbers	Security Officers	Network Administrators
3	Assistant Registrar	Technical Assistants	Librarians	Nurses	Data Entry Clerks	Carpenters	Security Men	Software Developers
4	Administrative Officer	Engineers	Library Officers	Pharmacists	Porters	Masons		Data Analysts
5	Executive Officer	Technicians	Library Assistant	Medical Laboratory Scientists	Cleaners	Drivers		IT Support Staff

## CONCLUSION

In conclusion, non-teaching staff play a vital role in supporting employee performance by providing administrative support, managing resources, ensuring workplace safety, and facilitating smooth operations. Their contributions are essential for creating a conducive work environment and enabling employees to achieve their full potential, teaching staff plays a critical role in enhancing employee performance by providing knowledge, skills, guidance, and support. By fostering a positive learning environment and promoting continuous development, teaching staff can help organizations achieve their goals and maintain a competitive edge.

**RECOMMENDATIONS**

1. Based on the findings, the study recommends that Ritman University should create a clear and consistent grading system that applies to all employees, regardless of their role or department. This system should be based on objective criteria and aligned with the organization's goals and objectives.
2. Secondly, Ritman University should communicate the grading system clearly to all employees, ensuring that they understand the expectations and criteria for evaluation. This will help to build trust and promote fairness.
3. Thirdly, Ritman University should implement a system of regular performance reviews and feedback to provide employees with opportunities for growth and development. Constructive feedback can help employees identify areas for improvement and enhance their overall performance.
4. Fourthly, Ritman University ensure that the grading system is aligned with the organization's strategic objectives and priorities. This will help to ensure that employee performance is evaluated in a way that contributes to the overall success of the organization.

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