



Technical Skills and Effectiveness of Registry Services in State Universities in North West Zone, Nigeria

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ABSTRACT

This study examined the relationship between technical skills and the effectiveness of registry services in state universities in the North West Zone of Nigeria. The study adopted a descriptive survey research design of a correlational type. The population comprised 2,337 participants. 333 participants were obtained based on the research advisors table (2006). Data were collected through two researcher-developed instruments title: Office Practice Skills Questionnaire (OPSQ) and Effectiveness of Registry Service Questionnaire (ERSQ). The instruments were validated, with content validity indexes of 0.95 for OPSQ and 0.93 for ERSQ. An internal consistency reliability technique was used, and an index of 0.95 and 0.88 were obtained using Cronbach's alpha. Data were analyzed using descriptive statistics of mean and standard deviation, while Pearson Product-Moment Correlation (PPMC) were employed to test the null hypotheses at a 0.05 level of significance. Findings revealed a moderate extent of technical skills of registry staff in state universities within the North West Zone, Nigeria. Findings also showed that there is a significant positive relationship between technical skills and the effectiveness of registry services in State Universities in North West Zone, Nigeria ($r = .175, p < .01$). The study recommend among other that the management of state universities should organize regular ICT training, workshops, seminars, and capacity-building programmes for registry staff to enhance their technical competencies in areas such as electronic records management, basic office software, office equipment, facilities management, digital communication, internet-based platforms, and the use of modern office technologies. This will help bridge the identified technical skill gaps and improve staff efficiency in performing registry functions.

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INTRODUCTION

Effectiveness of registry services are central to the administrative operations of tertiary institutions, serving as the backbone for student records management, documentation, and service delivery processes. Effectiveness of registry services refer to the systematic coordination, documentation, and dissemination of institutional information in a manner that supports the smooth functioning of administrative

and academic operations within universities. According to Kibwika (2018), an effective registry system in universities is characterized by accuracy, confidentiality, accessibility, and compliance with institutional standards.

Effectiveness of registry services are vital for ensuring institutional credibility and compliance with regulatory agencies such as the National Universities Commission (NUC) (Saint, 2020). Ineffective record management or poor

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communication within the registry can lead to administrative bottlenecks and negatively impact university operations. Saint (2020) asserts that effectiveness of registry services encompass both human and technological dimensions. On the human side, it requires competent administrative personnel with strong office practice skills such as technical, interpersonal, communication, and organizational ability to ensure error-free documentation.

On the technological side, it involves the adoption of Electronic Records Management System (ERMS) and other ICT tools to automate workflows, reduce duplication, and improve transparency in university administration. Ibrahim and Yahaya (2021) emphasize that effectiveness of registry service delivery depends on competent personnel with appropriate office practice and ICT skills; standardized record management procedures that align with institutional policies; adequate infrastructure and digital systems that support modern registry operations; and an organizational culture that promotes accountability, punctuality, and data security.

Technical skills form a crucial dimension of office practice skills, represent the foundational competencies required by registry staff to ensure efficient, accurate, and responsive service delivery in university administration (Okoli & Ude, 2021). Technical skills refer to the specialized practical abilities, procedural expertise, and proficiency in the use of office tools and technologies necessary for executing administrative duties effectively (Abubakar & Ibrahim, 2021). These skills empower registry staff to handle complex clerical, data management, and record-keeping tasks that ensure the smooth running of university operations (Bello, 2020). In recent years, universities in the North-West Zone have faced challenges such as technological changes, digital transformation of records, staff shortages, and increased bureaucratic demands (Akinloye & Adebowale, 2022). These conditions require registry staff to demonstrate a high level of administrative competencies

Although previous research has examined records management, digitalization, or administrative challenges in Nigerian universities,

there is limited empirical evidence specifically linking technical skills and the effectiveness of registry service in State Universities of the North-West Zone. Consequently, university administrations lack data-driven insights needed to plan training interventions, reform administrative policies, or redesign registry workflows. Therefore, assessing the relationship between technical skills and the effectiveness of registry services has become critically important. Understanding how these skills influence administrative outcomes will guide training, professional development, recruitment standards, and policy reforms in state universities. This study is therefore designed to examine the technical skills and the effectiveness of registry services in State Universities in the North-West Zone, Nigeria.

STATEMENT OF THE PROBLEM

State universities in North-West Nigeria play a critical role in the development of human capital and the advancement of knowledge in the region. However, recent studies suggest that the effectiveness of registry services in many Nigerian universities is increasingly threatened by gaps in administrative competencies, inadequate office practice skills, and limited digital capacity among registry personnel. Empirical observations reveal that effectiveness of registry services in university registries is significantly influenced by competencies such as technical skills, communication skills, organizational skills, teamwork, adaptability, punctuality, ICT proficiency and general office practice abilities.

Yet, many registry personnel lack structured training, continuous professional development, or updated skill sets necessary to meet the increasing administrative demands of 21st-century universities. The absence of these essential competencies negatively affects their performance and ultimately weakens the quality of registry services. Despite efforts by state governments and regulatory agencies (NUC, State Ministries of Education) to improve the quality of higher education, there is a gap in the literature concerning technical skill relate to effectiveness of registry services of state



universities in the North-West zone, Nigeria. Therefore, the main purpose is to assess the relationship between technical skill and the effectiveness of registry services of state universities in North-West, Zone, Nigeria.

Objectives of the Study

The main objectives of this study is to assess the relationship between Technical Skills and Effectiveness of Registry Services in State Universities in North West Zone, Nigeria.

The specific objectives are to find out:

1. The extent of technical skills of registry staff in state Universities in North West Zone, Nigeria.

Research Question

This study intends to provide answers to the following research question which includes:

1. What is the extent of technical skills of registry staff in state Universities in North West Zone, Nigeria?

Research Hypothesis

Based on the research questions developed, the following null hypotheses will be tested.

1. H_{01} There is no significant relationship between technical skills and effectiveness of registry services in state Universities in North West Zone, Nigeria.

Review of Related Literature

Technical skills constitute an essential component of administrative competence in modern university registry operations. As tertiary institutions increasingly adopt digital technologies for records management and administrative processes, registry personnel are required to possess adequate technical competencies to perform their duties effectively. Technical skills are the ability to perform task satisfactorily in a specialized area or discipline. Dessler (2019) defined technical skills are the practical competencies that allow employees to perform tasks using relevant tools, technology, or procedures, forming a foundation for effective job

performance and problem-solving. Adenekan and Jimoh (2024) reported that ICT training significantly bridges digital competence gaps among administrative staff, thereby improving task performance.

Technical skills in registry services are multidimensional and include digital literacy, records management proficiency, ICT application skills, data management competence, and system integration capability. Digital literacy refers to the ability to operate computers, administrative software, and online platforms for registry tasks (Ibrahim and Mohammed, 2022). Records management proficiency encompasses skills in electronic records creation, classification, storage, retrieval, and preservation (Bakare Fatungase and Oseni, 2024). ICT application skills involve the use of databases, enterprise resource planning systems, and communication platforms for administrative functions (Nwachukwu & Eke, 2019). Data management competence includes skills in data security, integrity, and analytics for decision-making (Yusuf & Okafor, 2020). System integration capability reflects the ability to coordinate digital tools with organizational processes to enhance administrative efficiency (Igbineweka & Oshodin, 2022). These components collectively define the technical competence of registry personnel.

Empirical evidence demonstrates the importance of technical skills in enhancing administrative performance within higher education institutions. Adenekan and Jimoh (2024) reported that ICT training significantly improves digital competence among administrative personnel, resulting in enhanced task performance and productivity. Similarly, Onuorah and Akinola (2022) found that digital competence positively influences records management efficiency in Nigerian university registries. These findings suggest that technical skills serve as critical enablers of effective administrative workflows, reducing bureaucratic delays and improving service delivery outcomes. Theoretical perspectives also support the significance of technical skills in organizational performance.

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Technical competence has been conceptualized as a strategic human capital resource that contributes to organizational effectiveness and service quality. Igbineweka and Oshodin (2022) argued that technical competence acts as a mediating factor between staff capability and service quality in university registries. Likewise, digital competence has been viewed as an organizational capability that enhances records management outcomes and institutional effectiveness. Within the broader context of digital transformation and knowledge management, technical skills are recognized as essential drivers of innovation, efficiency, and organizational competitiveness.

Effectiveness of registry services are central to the administrative operations of tertiary institutions, serving as the backbone for student records management, documentation, and service delivery processes. The variable functions by ensuring that registries process requests efficiently, maintain accurate records, and provide timely responses to students, staff, and external stakeholders (Ajayi & Fasan, 2023; Sule & Babatunde, 2021). Research indicates that effective registry services are enabled through structured workflows, clear operational policies, and integration of technology for record management and communication (Bakare Fatungase & Oseni, 2024; Onuorah & Akinola, 2022). By facilitating seamless administrative operations, effective registry services directly impact institutional performance, decision-making, and stakeholder satisfaction (Echezonachi & Omeje, 2022; Igbineweka & Oshodin, 2022).

Previous studies have highlighted the relationship between staff competence and registry effectiveness. Ajayi and Fasan (2023) emphasized that effective registry services depend on competent personnel capable of managing administrative processes efficiently. Similarly, Sule and Babatunde (2021) observed that administrative efficiency and service quality are significantly influenced by the skills and competencies of registry staff. Furthermore, technology integration through electronic records management systems, digital communication

platforms, and database technologies has been found to enhance operational efficiency and reduce bureaucratic bottlenecks.

METHODOLOGY

This study adopted a descriptive survey research design of correlational type. The total population consisted of 2,337 registry staff. To obtain a representative sample, the sample size determination table developed by Research Advisors (2006) was utilized. Based on the population size of 2,337, a sample size of 333 respondents was considered adequate for the study. Data were collected using a self-developed instruments titled the Office Practice Skills Questionnaire (OPSQ), and Effectiveness of Registry Services (ERSQ), which was designed based on insights obtained from the literature reviewed on office practice skills and effectiveness of registry services. Responses were measured on a five-point Likert scale ranging from Very High Extent (5), High Extent (4), Moderate Extent (3), Low Extent (2), to Very Low Extent (1).

The validity of the instrument was established through face and content validation. The Content Validity Index (CVI) obtained were 0.95 and 0.93, indicating that the instrument possessed a high degree of validity and was suitable for data collection. The reliability of the instrument was determined using Cronbach's Alpha reliability technique. The analysis yielded a Cronbach's Alpha coefficient of 0.95, for OPSQ and 0.83 for ERSQ, indicating very high internal consistency among the questionnaire items. Since the coefficient exceeded the acceptable threshold of 0.70, the instrument was considered highly reliable for the study. Data collected were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions, while Pearson Product-Moment Correlation (PPMC) was employed to test the hypotheses and determine the relationship between technical skills and the effectiveness of registry services in State Universities in North-West Nigeria at the 0.05 level of significance.

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RESULTS

This section presents the descriptive analysis of technical skills of registry staff in State Universities in North West Zone, Nigeria. The analysis focuses on the mean scores and

standard deviations of items measuring technical skills.

Research Question One:

What is the Extent Technical Skills of Registry in State Universities in North West Zone, Nigeria?

Table 1: Mean and standard deviation on technical skills of registry staff in state Universities in North west, Zone, Nigeria.

S/N	Item Statement	Mean	SD	Decision
1	I can operate computers and basic office software (e.g., Microsoft Word, Excel, PowerPoint) effectively in my daily work.	3.28	1.266	Moderate Extent
2.	I can use internet-based platforms to communicate and share official information securely.	3.35	1.223	Moderate Extent
3.	I can ensure data security and confidentiality while handling electronic records.	3.14	1.258	Moderate Extent
4.	I have adequate knowledge of office maintenance and facilities management to ensure a safe, organized and efficiently functioning work environment.	3.38	1.053	Moderate Extent
5.	I am proficient in operating office equipment such as printers and scanners to complete tasks efficiently.	3.38	1.221	Moderate Extent
6	I can independently complete tasks that require specialized technical skills.	3.29	1.170	Moderate Extent
Grand Mean		3.30	1.028	Moderate Extent

Source: Field Survey (2026)

Table 1 presents the data collected on the technical skills of registry staff in State Universities in North West Zone, Nigeria. Item one shows a mean score of 3.28 with a standard deviation of 1.266, indicating a moderate extent (ME) and that registry staff can operate computers and basic office software effectively in their daily work to a moderate extent, with wide variation in respondents' opinions. In item two, a mean score of 3.35 and a standard deviation of 1.223 indicate that staff can use internet-based platforms to communicate and share official information securely to a moderate extent, with considerable variability in responses. Item three shows a mean score of 3.14 with a standard deviation of 1.258, indicating a moderate extent (ME) and that staff can ensure data security and confidentiality while handling electronic records to a moderate extent, with wide dispersion in perceptions.

In item four, a mean score of 3.38 and a standard deviation of 1.053 indicate that staff have

adequate knowledge of office maintenance and facilities management to a moderate extent, with moderate variability in opinions. Item five shows a mean score of 3.38 with a standard deviation of 1.221, indicating a moderate extent (ME) and that staff are proficient in operating office equipment such as printers and scanners to a moderate extent, with considerable variation in responses. In item six, a mean score of 3.29 and a standard deviation of 1.170 indicate that staff can independently complete tasks requiring specialized technical skills to a moderate extent, with notable dispersion. The grand mean of 3.30 indicates that technical skills are demonstrated to a moderate extent by registry staff in State Universities in North West Zone, Nigeria. This finding suggests that there is considerable room for improvement in the technical competencies of registry staff.

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Hypothesis Testing

The null hypotheses were tested using Pearson Product Moment Correlation Coefficient (PPMCC) with the aid of SPSS version 26 at 0.05 level of significance.

Hypothesis One

The hypothesis set for this study are presented and tested at 0.05 level of significant

H01: There is no significant relationship between technical skills and effectiveness of registry services in State Universities in North West Zone, Nigeria.

The data for testing hypothesis one were derived from the Technical Skills and the Effectiveness of Registry Services Scale and are presented in Table 3.

Table 2: Relationship between Technical Skills and Effectiveness of Registry Services in State Universities in North West Zone, Nigeria

Variables	N	Mean	Std. Dev.	r-value	p-value	Decision
Technical Skills	326	19.82	6.143	.175	.001	Reject H ₀
Effectiveness of Registry Services	326	57.62	8.822			

Source: Field Survey (2026)

Table 2 presents the analysis of the relationship between technical skills and the effectiveness of registry services in State Universities in North West Zone, Nigeria. A total of 326 respondents were involved for both variables. The mean score for technical skills was 19.82 with a standard deviation of 6.143, while the effectiveness of registry services had a mean of 57.62 and a standard deviation of 8.822, indicating moderate variability in respondents' perceptions. The correlation analysis yielded an r-value of 0.175, indicating a weak positive relationship between technical skills and the effectiveness of registry services.

The p-value of 0.001 is less than the 0.05 level of significance, showing that the relationship is statistically significant. Based on this result, the null hypothesis (H₀₁) is rejected, signifying that technical skills have a significant, albeit weak, positive influence on the effectiveness of registry services in State Universities in North West Zone, Nigeria. This implies that while the relationship is statistically significant, the magnitude of impact of technical skills on registry service effectiveness is relatively small compared to other skill dimensions, suggesting that there is considerable room for improvement in the technical competencies of registry staff in the study area.

Summary of Findings

The following are the summary of findings of the study:

1. The extent of technical skills of registry staff in State Universities in North West Zone, Nigeria is moderate, with an overall grand mean 3.30 across all six items measuring technical skills of registry staff. This indicates that technical skills were demonstrated to a moderate extent, indicating a relative gap in technical competence among registry staff.
2. There is a significant positive relationship between technical skills and the effectiveness of registry services in State Universities in North West Zone, Nigeria ($r = .175$, $p < .01$). The null hypothesis is rejected

DISCUSSION OF FINDINGS

The following are the discussion of the findings of the study: The first finding indicates the technical skills of registry staff in State Universities in North West Zone, Nigeria is moderate with an overall grand mean 3.30 across all six items measuring technical skills of registry staff. This indicating that technical skills were demonstrated to a moderate extent, indicating a relative gap in technical competence among registry staff. The finding aligns with the findings of Zion-Ngoka and

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Ekoh-Nweke (2024), who established that gaps in digital skills significantly reduced the job performance of administrative workers in universities in Imo state, Nigeria. Specifically, deficiencies in word processing, information processing, and digital communication negatively affected efficiency and productivity. The moderate level of technical skills observed in this study may similarly reflect existing digital skill gaps among registry staff, thereby limiting their effectiveness in providing quality registry services. The finding further partially agrees with the study of Yusuf and Onasanya (2021), who reported that administrative staff with higher technological knowledge exhibited superior problem-solving abilities, adaptability, and overall job performance.

The authors emphasized that technology-related competence extends beyond basic computer usage to include the ability to effectively apply technology in workplace tasks. The finding is also in agreement with Onuorah and Akinola (2022), who found that digital competence had a strong positive effect on records management efficiency in Nigerian university registries. Their study concluded that targeted digital skills training is essential for effective electronic records management. Since records management is a core responsibility of registry staff.

The third finding indicated that is a significant positive relationship between technical skills and the effectiveness of registry services in State Universities in North West Zone, Nigeria ($r = .175, p < .01$). This finding implies that technical skills contribute significantly to the effectiveness of registry services. Although the correlation coefficient indicates a weak relationship, the positive and significant association demonstrates that technical skills remain an important determinant of effective registry service delivery. The finding is further supported by Adenekan and Jimoh (2024), who found that ICT training significantly improved the digital competence of administrative staff in tertiary institutions.

Furthermore, the finding corroborate the finding of Otamiri and Baribuma (2022) who found that a significant positive relationship between digital communication skill and administrative

managers' job performance, indicating that higher levels of digital communication competence enhance information dissemination, timely task completion, and effective record management. Similarly, the finding are align with that of Jimoh and Jimoh (2024), who carried out research in universities of Ogun State, Nigeria, who found that digital technology made a significant contribution to both the rate and quality of administrative service delivery, enhancing workflow processes and stakeholder interactions.

CONCLUSION

The study concluded that technical skills play an important role in enhancing the effectiveness of registry services in State Universities in the North-West Zone of Nigeria. The findings revealed that registry staff possessed a moderate level of technical skills, indicating that although they are reasonably competent in performing their duties, there are still gaps in technical proficiency that require improvement. Furthermore, the study found a significant positive relationship between technical skills and the effectiveness of registry services. The study therefore concludes that strengthening the technical skills of registry personnel through continuous training and the provision of appropriate technological resources is essential for sustaining and further improving the effectiveness of registry services in State Universities in the North-West Zone of Nigeria.

RECOMMENDATIONS

Based on the findings of the study the following recommendation were made

1. The Management of State Universities should organize regular ICT training, workshops, seminars, and capacity-building programmes for registry staff to enhance their technical competencies in areas such as electronic records management, office equipment, internet digital communication, and the use of modern office technologies. This will help bridge the identified technical skill gaps and improve staff efficiency in performing registry functions.



2. State Universities in the North-West Zone of Nigeria should strengthen the technical competencies of registry staff through regular training, workshops, and professional development programmes in information and communication technology (ICT), records management systems, and other relevant digital tools. This will further enhance the effectiveness of registry services and improve effective service delivery.

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