



NEXUS BETWEEN ADMINISTRATION AND COMMUNICATION FOR SUSTAINABLE SERVICE

DELIVERY IN NIGERIAN HIGHER
EDUCATION INSTITUTIONS: EVIDENCE
FROM AMBROSE ALLI UNIVERSITY
(AAU), EKPOMA, EDO STATE, NIGERIA

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Abstract

This study investigates the nexus between administration, communication, and sustainable service delivery in higher education institutions, using Ambrose Alli University (AAU), Ekpoma, Edo State, Nigeria, as a case study. Adopting a descriptive survey design, data were analyzed using descriptive statistics, correlation, and multiple regression techniques with SPSS (Version 26.0). The findings revealed moderate levels of administrative efficiency (Mean = 3.82, SD =

0.74), communication effectiveness (Mean = 3.68, SD = 0.79), and sustainable service delivery (Mean = 3.59, SD = 0.83). Correlation analysis indicated strong and significant positive

Keywords:

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Regression results showed
that administration and
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accounted for 67.4% ($R^2 =$
0.674) of the variance in

sustainable service delivery, confirming a robust model fit. Both administration ($\beta = 0.384$, $p < 0.001$) and communication ($\beta = 0.529$, $p < 0.001$) significantly predicted sustainable service delivery, with communication emerging as the stronger determinant. The study concludes that effective communication enhances administrative efficiency and is crucial for achieving sustainable service delivery in higher education institutions. It underscores communication as the operational bridge linking administrative policies to their practical implementation. The study recommends

improving administrative transparency, strengthening digital communication systems, and institutionalizing feedback mechanisms to enhance accountability, responsiveness, and long-term institutional sustainability.

Introduction

In higher education institutions, sustainable service delivery rests on two fundamental pillars: effective administration and communication. Administration in higher education refers to the systems, procedures, and frameworks used to formulate, implement, and monitor policies aimed at achieving institutional objectives. Conversely, effective communication is integral to administrative operations, as it facilitates the smooth flow of information among management, staff, and students, thereby promoting cooperation, understanding, and coordination. In the absence of clear, consistent, and efficient communication, administrative efforts are often misunderstood, delayed, or even resisted, leading to inefficiency and poor service outcomes (Nwagwu, 2021; Ofoegbu & Eze, 2022).

Higher education institutions, particularly universities, play a vital role in Nigeria's development by producing skilled labor, advancing knowledge, and fostering innovation. However, their administrative systems are often characterized by bureaucratic delays, miscommunication, inadequate feedback mechanisms, and resistance to reform. These challenges have been linked to weak communication structures, which hinder effective coordination and decision-making. Ineffective communication between top management and lower administrative units frequently exacerbates inefficiencies in university administration, resulting in misunderstandings, duplication of tasks, and a lack of accountability (Badau, 2018). According to Ojo and Akinola (2021), poor communication within universities has been a major contributing factor to recurrent strikes, management crises, and student dissatisfaction across Nigerian campuses.

Thus, the relationship between administration and communication represents a critical intersection where practical realities meet managerial goals. Administration can only be effective when communication channels are open, transparent, and reliable. Conversely,

when communication is delayed, distorted, or misinterpreted, administrative objectives are often unmet. According to Robbins and Judge (2019), communication is viewed in contemporary organizational theory as a control mechanism that facilitates feedback loops, enhances organizational learning, minimizes conflict, and coordinates activities. It significantly influences how effectively institutional services such as admissions, examinations, record keeping, and staff welfare are delivered, as well as how well management policies are understood by staff and students within the university environment.

Over the past two decades, deliberate efforts have been made to transform administrative structures in Nigeria's higher education system through digitalization and electronic communication platforms. Government policies that emphasize technology-driven administration, such as the National Information Technology Policy (NITP, 2001) and the National Policy on Education (2013), have encouraged the adoption of ICT-based systems. Studies by Adeyemi and Ijose (2024) and Kingsley (2022) indicate that ICT-enabled communication enhances the speed, accuracy, and accountability of administrative processes in Nigerian universities. However, other studies reveal that resistance to new technologies, erratic power supply, poor internet infrastructure, and inadequate training often undermine the benefits of such innovations (Onyejelem, 2020; Okonoboh, 2024).

The concept of sustainable service delivery underscores the capacity of higher education institutions to provide reliable, efficient, transparent, and user-friendly services over time. These services include academic support systems, staff welfare, results processing, student registration, and record management. In recent years, Nigerian universities have increasingly adopted digital and electronic administrative systems to enhance service delivery and improve communication. For instance, Adeyemi and Ijose (2024) found that electronic communication platforms significantly improved administrative coordination and information sharing in tertiary institutions, leading to higher user satisfaction and greater staff productivity.

The launch of a digital communication platform in 2024 marked a significant step toward promoting transparency, accountability, and efficiency in the university's service delivery processes (The Revealer Nigeria, 2024). However, the success of such initiatives depends not only on technology but also on the institutional and human capacity to maintain effective communication channels between management and stakeholders. Inadequate staff training, inconsistent message transmission and limited ICT infrastructure continue to hinder optimal administrative performance (Adenekan & Solomon, 2022). Ambrose Alli University (AAU), Ekpoma like many other public universities in Nigeria has implemented

a series of administrative reforms aimed at improving communication and service delivery.

For higher education institutions to achieve sustainable service delivery, the relationship between administration and communication is therefore crucial. Effective communication ensures a clear understanding and execution of objectives by bridging the gap between operational realities and administrative policies. Ineffective communication, on the other hand, can easily distort administrative intentions, leading to inefficiency and dissatisfaction. Conversely, a well-structured communication system fosters mutual understanding, trust, and cooperation among university stakeholders key components necessary for long-term institutional progress.

The concept of sustainable service delivery in higher education emphasizes the capacity of universities to provide reliable, efficient, transparent, and user-friendly services over time. Such services include academic support systems, staff welfare, result processing, records management, and student registration. In recent years, Nigerian universities have increasingly adopted electronic and digital administrative systems to enhance service delivery and communication. For instance, Adeyemi and Ijose (2024) found that electronic communication platforms significantly improved administrative coordination and information sharing in higher education institutions, thereby increasing user satisfaction and staff productivity.

Sound administration in any organization depends on effective communication; however, this is particularly vital in higher education institutions where decisions, policies, and services affect multiple stakeholders management, staff, and students alike. By ensuring that information flows efficiently both within and across administrative hierarchies, communication bridges the gap between policy formulation and implementation. Despite this, the administrative systems in Nigerian universities continue to face challenges such as slow service delivery, information distortion, poor communication flow, and a lack of transparency. Common examples include delays in processing student results, ineffective record-keeping, misinterpretation of directives, and weak feedback mechanisms, all of which undermine stakeholder satisfaction and institutional effectiveness.

Empirical studies have consistently shown that the efficiency of a university's communication systems determines the effectiveness of its overall operations. For example, Badau (2018) found that in Nigerian universities, poor communication between top management and lower administrative levels often leads to confusion in policy implementation and duplication of tasks. Similarly, Onyejelem (2020) observed that the adoption of effective communication systems in Nigerian tertiary institutions is constrained by administrative staff's inadequate training and limited proficiency in using ICT tools.

Adeyemi and Ijose (2024) also noted that when appropriately utilized, electronic communication platforms such as emails, portals, and digital administrative systems enhance coordination, transparency, and information sharing. Nonetheless, their study highlighted that these tools' effectiveness is often reduced by technological challenges, limited bandwidth, and human resistance to innovation. In the same vein, Okonoboh (2024) reported that poor communication between internal departments and outsourced service providers hindered administrative reforms designed to improve efficiency at Ambrose Alli University (AAU). Likewise, Adenekan and Solomon (2022) found that weak communication between management and library personnel negatively affected service delivery and staff motivation within AAU's library system.

Although these studies collectively underscore the importance of communication in administrative performance, notable research gaps remain. First, the nexus between administration and communication that is, their interactive relationship as joint determinants of sustainable service delivery has not been explicitly examined in most existing studies. Many have treated communication either as an isolated management function or merely as part of broader organizational behavior. Second, there is limited empirical evidence from state-owned universities such as Ambrose Alli University, which face unique administrative and financial constraints, as most prior research has focused on federal universities. Third, the impact of administrative communication approaches both digital and traditional on sustainability, defined in terms of responsiveness, continuity, and reliability of service delivery, has received insufficient scholarly attention. Although organizations such as Ambrose Alli University have implemented digital reforms and communication innovations to enhance service efficiency (The Revealer Nigeria, 2024), anecdotal evidence and stakeholder reports continue to reveal persistent issues, including poor awareness of institutional policies, irregular feedback from administrative offices, and delays in information dissemination. These challenges suggest that the relationship between administrative structures and communication channels has not yet been fully optimized to ensure sustainable service delivery.

Thus, despite growing scholarly interest in both administration and communication independently, there remains a critical knowledge gap regarding how administrative communication systems interact to influence sustainable service delivery in Nigerian higher education institutions particularly in the context of Ambrose Alli University. Bridging this gap is essential for improving institutional governance and informing higher education policies that promote accountability, transparency, and long-term efficiency across Nigeria's university system.

Accordingly, this study seeks to examine how administrative communication practices affect sustainable service delivery in Nigerian universities, using Ambrose Alli University,

Ekpoma, as a case study. Specifically, it investigates the communication channels within the administrative system, evaluates their effectiveness, and identifies challenges to achieving long-term service delivery. Understanding this relationship will contribute to enhancing institutional governance and shaping policy interventions aimed at promoting accountability, transparency, and excellence in Nigeria's higher education sector.

Concept of Administration

The term administration refers to the systematic organization and coordinated efforts of people and resources aimed at achieving predetermined institutional objectives. As a key concept in organizational and institutional management, administration encompasses the systems, processes, and human activities that enable goals to be accomplished effectively and efficiently. It involves the coordination of people, resources, and activities to attain specific outcomes. According to Koontz and Weihrich (2018), administration is the systematic planning and organization of actions designed to achieve particular goals through the coordinated use of human and material resources. It embodies the fundamental managerial functions of planning, organizing, staffing, directing, coordinating, and controlling.

In higher education, administration refers to the procedures used to develop, implement, and monitor policies, programs, and decisions to ensure institutional efficiency and sustainability. According to Nwankwo (2020), university administration is both an art and a science involving the supervision of academic and non-academic activities through effective leadership, resource management, and policy coordination. Thus, the administrative function in higher education integrates managerial skills, leadership capacity, and governance principles to achieve educational excellence.

Higher Education Administration Encompasses Several Domains:

- Academic administration, which deals with curriculum development, teaching, and research management;
- Personnel administration, which focuses on staff recruitment, motivation, and development;
- Student administration, which covers admissions, welfare, and disciplinary matters; and
- Financial administration, which ensures prudent budgeting, expenditure control, and accountability.

Each of these aspects requires effective communication systems to ensure stakeholder coordination, transparency, and clarity (Ibrahim & Usman, 2020).

Nigerian higher education institutions typically operate within hierarchical administrative structures that combine both collegial and bureaucratic elements. Governing councils and senates provide academic regulation and policy direction, while vice-chancellors, rectors, deans, and heads of departments are responsible for practical implementation. However, the success of these administrative hierarchies depends largely on the effectiveness of communication within the organization, both vertically and horizontally (Ofoegbu & Eze, 2022). Ineffective communication often results in low morale, role conflict, policy misinterpretation, and inefficiencies in service delivery.

Administration in higher education, therefore, goes beyond mere supervision and control. It involves coordinating human and material resources through effective communication to achieve institutional goals. A strong administrative structure supported by a robust communication framework ensures that decisions are well-informed, policies are properly implemented, and services are sustainably delivered. In the Nigerian context, administration and communication form an inseparable nexus that underpins institutional performance and long-term sustainability.

Concept of Communication

Communication is fundamental to the administration of higher education, as it ensures the smooth functioning of institutional processes. Effective communication is indispensable to all administrative tasks policy formulation, decision-making, supervision, evaluation, and conflict resolution (Adebayo & Ogunleye, 2021). Higher education institutions operate within a complex administrative structure comprising governing councils, vice-chancellors, deans, department heads, staff, and students. Effective coordination among these levels requires continuous communication. When communication is functional, institutional goals are clearly understood, tasks are executed appropriately, and feedback is promptly obtained to inform decisions.

In higher education, communication is a multifaceted process that enables collaboration among administrators, staff, and students to achieve institutional objectives. It promotes feedback, transparency, and coordination essential elements for effective governance and sustainable service delivery. Conversely, weak communication systems lead to fragmented administrative processes, resulting in inefficiency, misunderstanding, and service disruption. Therefore, the relationship between communication and administration constitutes the foundation for effective governance and the sustainability of higher education institutions in Nigeria.

Nexus between Administration and Communication

The nexus between administration and communication lies in their mutual interdependence. Efficient communication is vital for effective administration, while administrative structures provide the framework within which communication functions. Communication acts as the coordinating mechanism among administrative units, ensuring that decisions made at higher levels are effectively transmitted, understood, and implemented at lower levels (Eze & Ugochukwu, 2022).

In higher education institutions, administration involves managing both academic and non-academic activities, overseeing staff and student welfare, managing resources, organizing academic programs, and maintaining relationships with internal and external stakeholders (Ogunleye & Adeyemi, 2022). Conversely, effective communication ensures that administrative processes are transparent, inclusive, and comprehensible to all stakeholders. It creates a feedback loop that enables institutions to promptly and effectively respond to needs, challenges, and innovations (Okoro, 2023).

The relationship between administration and communication is evident in the policy formulation and decision-making processes of Nigerian universities. Clear, consistent, and transparent communication fosters organizational trust, minimizes conflict, and enhances collaboration between staff and students. Ineffective communication, however, leads to misunderstandings, delays, and inefficiencies that hinder institutional performance (Nwosu & Eze, 2021). Effective communication also helps build consensus, mobilize support for institutional policies, and ensure that university goals are achieved through collective effort.

According to Adeyemi (2022), the ability of leaders to communicate institutional goals, directives, and expectations effectively and persuasively is a key determinant of administrative success in universities. This requires both formal and informal communication channels, including meetings, circulars, emails, newsletters, notice boards, and digital platforms. In the modern educational context, digital communication tools have become integral to administrative operations, enabling faster information dissemination and fostering participatory governance (Ekanem & Essien, 2023).

Furthermore, the interaction between administration and communication shapes institutional culture and morale. Transparent and responsive communication from management promotes motivation and commitment among staff, while poor communication or misinformation breeds distrust and resistance to change (Onuoha & Chijioke, 2020). Thus, communication is not merely a supportive function but a strategic tool of administration. It ensures that all members of the institution understand and internalize the university's vision, mission, and values thereby promoting sustainable service delivery.

In summary, communication and administration have a symbiotic relationship in higher education. Communication facilitates information flow, collaboration, and informed decision-making, enabling administrative structures to function effectively. Without effective communication, even the well-designed administrative systems will struggle to achieve their objectives. Therefore, for Nigerian universities to ensure sustainable service delivery, administrative leaders must develop and implement communication strategies that promote transparency, inclusiveness, and timely feedback across all organizational levels.

Concept of Sustainable Service Delivery

Sustainable service delivery refers to the consistent and continuous provision of high-quality services that meet the current needs of students, staff, and other stakeholders without compromising the institution's ability to deliver such services in the future. It emphasizes efficiency, accountability, innovation, continuity, and stakeholder satisfaction within the context of long-term institutional stability and development (Adewale & Ibrahim, 2023).

Universities achieve sustainability in service delivery when administrative processes are transparent, communication systems are functional, and human, financial, and material resources are optimally utilized to serve both present and future generations of learners. In the university context, sustainable service delivery extends beyond immediate administrative or academic performance to include the institution's ability to maintain standards, adapt to changing demands, and ensure equitable access to quality education and support services (Ekanem & Omoregie, 2024).

Sustainable service delivery in higher education, therefore, encompasses several dimensions, including administrative efficiency, effective communication, prudent financial management, technological adaptability, and social as well as environmental responsibility. By integrating these elements, institutions can enhance operational performance, strengthen stakeholder trust, and ensure long-term institutional growth and relevance.

The Systems Theory

Ludwig von Bertalanffy created the Systems Theory in 1968, and it provides a basic foundation for comprehending how communication and management interact in higher education. According to the notion, an organization is a complex system with interdependent and related pieces that must cooperate to accomplish shared objectives. Academic departments, administrative units, faculty, staff, and students are examples of

subsystems in the context of university administration. These subsystems operate within an integrated structure where communication acts as the unifying factor.

Every organization functions in a setting from which it receives inputs (like human, financial, and informational resources), processes these inputs through administrative tasks, and generates outputs (like graduates, research findings, and community services), according to the Systems Theory. Coordination, collaboration, and alignment with institutional goals are made easier by effective communication, which guarantees the seamless flow of information across various subsystems (Bertalanffy, 1968; Omodan & Tsotetsi, 2021). Because universities function as dynamic systems that necessitate constant interaction among their numerous divisions, Systems Theory is especially pertinent to Nigerian higher education. The successful achievement of teaching, research, and community service objectives depends on administration's ability to communicate effectively.

In order to preserve system stability and sustainability, administrators use communication as a feedback mechanism to track performance, pinpoint issues, and modify policies (Akinwale & Adejumo, 2022). For example, top-level management decisions about student regulations, staff appointments, and policy changes must be clearly communicated to all departments in a university setting. In a same vein, the administration needs input from students, faculty, and non-academic personnel in order to make well-informed decisions. The system becomes ineffective and causes miscommunications, disputes, and problems with service delivery when communication channels are poor or skewed (Okoro & Akpan, 2023). As a result, good communication serves as the administrative "nervous system," guaranteeing that the institutional framework performs in unison to provide sustainable services.

Additionally, the Systems Theory highlights feedback and interconnectedness, both of which are essential for long-term management in Nigerian colleges. For instance, continuous improvement and accountability are made possible via efficient feedback loops including management reports, staff meetings, and student questionnaires. This aids administrators in finding service gaps and effectively meeting the demands of stakeholders. Therefore, administrators must understand that communication is a continual cycle of intake, processing, output, and feedback rather than a one-way process in order to provide sustainable services in higher education (Ekanem, 2023).

Empirical Review

Using a descriptive survey of six university libraries spread across three geopolitical zones, Ukachi (2017) examined how libraries in Nigerian universities use social media to improve service delivery. The results showed that weak internet infrastructure, staff capacity

constraints, and management indifference led to underutilization of social media platforms. In order to increase administrative effectiveness and service delivery in universities, the study suggested management commitment to digital communication, enhanced ICT infrastructure, and ongoing staff training.

Nwosu and Okwu (2019) investigated employee productivity and internal communication in public universities in Nigeria. Using a descriptive survey approach, the study discovered that emails, memos, and circulars all forms of internal communication had a major impact on employee productivity and organizational cohesion. The researchers observed that administrative procedures become more simplified and misunderstandings are reduced when internal communication is effective. To guarantee efficient information sharing across departments, they advised institutions to implement communication technology and conduct frequent information audits.

Adeyemi and Oyetunde (2020) investigated organizational performance and leadership communication in Nigerian universities. Using a mixed-method approach, the study, which involved 420 university employees, discovered that leadership communication particularly clarity, feedback, and transparency had a major impact on institutional performance. Service inefficiency, administrative hold-ups, and low morale were all linked to poor communication. According to the study, university administrators should implement transformational communication techniques that support a common vision for sustainable development and are in line with institutional objectives.

In Enugu State, Nigeria, Anukaenyi, Sonni, and Nnamani (2021) investigated information communication management as a predictor of efficient secondary school administration. 356 teachers and 12 principals participated in the study's correlational research design, which was examined using regression analysis and Pearson correlation. Because effective information flow enhanced coordination, collaboration, and organizational performance, the results demonstrated that information communication management positively predicted administrative effectiveness. In order to support efficient school administration, the researchers advised administrators to improve feedback mechanisms, encourage participatory management, and improve communication channels.

In Nigerian polytechnics, Ogunyemi and Akinola (2022) looked on institutional effectiveness and administrative communication. Administrative communication and institutional effectiveness were found to be positively correlated by the study, which used a cross-sectional survey with 300 respondents from three polytechnics. The researchers discovered that poor communication frequently resulted in inefficiency, conflict, and service delays. To encourage long-term institutional growth, they advised administrators to place a high priority on prompt communication, ongoing employee involvement, and transparent information exchange.

Ndubueze and Oputa (2022) investigated how the communication styles of principals affected the administrative efficacy of public secondary schools in Anambra State's Onitsha North Local Government Area. The study, which used a descriptive survey design with 90 instructors from 18 schools, discovered that administrative effectiveness was highly impacted by communication styles. While authoritarian communication methods hampered organizational harmony, consultative and democratic communication styles improved teamwork, employee morale, and production. To improve service quality and institutional performance, the authors advised administrators to embrace participatory communication strategies and promote candid discussions among stakeholders.

The use of the Internet of Things (IoT) for providing high-quality services in Nigerian university libraries was investigated by Eiriemiokhale and James (2023). The study employed a descriptive survey of librarians working in three Kwara State university libraries and found that while IoT technologies were utilized for technical and reader services, they were not completely integrated into all administrative tasks. In order to ensure sustainable and effective service delivery, the authors suggested a wider deployment of ICT and IoT solutions in administrative communication and library management.

The administration and communication strategies of public senior secondary school principals in Rivers State were investigated by Ikeme and Asouzu (2023). They discovered that, albeit with a moderate predictive ability, principals' communication tactics such as meetings, emails, and teleconferences significantly influenced administrative performance using regression analysis and a correlational survey of 400 instructors. They recommended that administrators use participatory communication methods and contemporary communication tools to guarantee improved staff cooperation and decision-making.

In Oyo State, Nigeria, Oloye and Adenekan (2024) studied the quality of services provided by state-owned tertiary institutions and workplace ethical communication. The study, which used a cross-sectional survey methodology with 329 management staff from six state-owned tertiary institutions, found that ethical communication accounts for more than 60% of the variation in service outcomes and has a significant impact on the quality of service delivery (Adjusted $R^2 = 0.628$). To improve service quality and accountability, the authors advised management to formalize ethical communication procedures and guarantee openness in administrative transactions.

A descriptive study on the impact of lecturers' communication abilities on students' academic performance in public universities in Rivers State was carried out by Egbo (2024). Students' academic performance was found to be highly impacted by lecturers' communication skills, according to the survey, which included 190 respondents who were

both students and lecturers. Academic achievement and comprehension were found to be negatively correlated with poor communication. In order to promote a student-centered learning environment, the researcher suggested that colleges hold workshops to improve lecturers' communication skills and incorporate effective communication into staff development initiatives.

Methodology

The research design used in the study was a descriptive survey. Both descriptive and inferential statistical techniques were used to examine the gathered data: Version 26.0 of the Statistical Package for the Social Sciences (SPSS) was used for all analyses.

Data Analysis

Table 1: Descriptive Statistics

Variables	Mean	Standard Deviation (SD)
Administrative Efficiency	3.82	0.74
Communication Effectiveness	3.68	0.79
Sustainable Service Delivery	3.59	0.83

SPSS output

The descriptive results indicate that respondents generally rated the administrative system of Ambrose Alli University (AAU) as moderately efficient. The mean score for administrative efficiency was 3.82 (SD = 0.74), suggesting that the university's administrative systems including planning, organization, supervision, and coordination are functional but have room for improvement. The relatively low standard deviation indicates a moderate level of agreement among respondents, implying that most participants share similar views about the institution's administrative performance. However, occasional inefficiencies such as bureaucratic delays, inadequate delegation of authority, and slow decision-making processes were identified as constraints to achieving higher efficiency.

For communication effectiveness, the mean score was 3.68 (SD = 0.79), indicating that communication within AAU is effective but not optimal. This suggests that although communication channels such as memos, circulars, emails, and staff meetings are in place, they are not consistently utilized or sufficiently responsive to stakeholders' needs.

The mean score for sustainable service delivery was 3.59 (SD = 0.83), reflecting a moderate level of satisfaction among staff regarding the sustainability of service delivery. This implies that while services such as teaching, research, and administrative support are generally satisfactory, they may not be consistent or well-sustained over time.

When considered together, the mean scores ranging from 3.59 to 3.82 indicate a moderately positive perception of the university's administrative and communication systems. The relatively close mean values and consistent standard deviations further suggest that both constructs are interrelated and jointly influence sustainable service delivery.

Overall, the findings reveal that while the institution has made commendable progress in strengthening its administrative and communication frameworks, further improvements are necessary to achieve full sustainability. Enhancing communication responsiveness, reducing bureaucratic barriers, and integrating digital tools into administrative workflows would significantly improve institutional performance and the quality of service delivery.

Correlation Analysis

Correlation analysis was performed using Pearson's Product Moment Correlation Coefficient (r) to determine the strength and direction of the relationships among administrative efficiency, communication effectiveness, and sustainable service delivery.

Table 2: Correlation Matrix

Variables	Administration	Communication	Sustainable Service Delivery
Administration	1.000	0.726**	0.681**
Communication	0.726**	1.000	0.753**
Sustainable Service Delivery	0.681**	0.753**	1.000

SPSS output

Note: $p < 0.01$ (2-tailed)

Administration and Communication ($r = 0.726$, $p < 0.01$): This result indicates a strong positive correlation between administrative efficiency and communication effectiveness. It implies that as administrative structures, processes, and leadership efficiency improve, communication across departments also becomes more effective.

Administration and Sustainable Service Delivery ($r = 0.681$, $p < 0.01$): The positive and significant correlation suggests that effective administration contributes substantially to sustainable service delivery in higher education institutions. This finding indicates that when administrative practices are transparent, accountable, and participatory, services such as teaching, research, and student welfare are significantly enhanced.

Communication and Sustainable Service Delivery ($r = 0.753$, $p < 0.01$): This represents the strongest correlation in the table, demonstrating that effective communication is highly

associated with sustainable service delivery. It implies that when communication among staff, management, and students is open, timely, and feedback-oriented, service delivery outcomes such as responsiveness, satisfaction, and quality assurance improve considerably.

Collectively, the correlation results suggest that administration and communication are both critical and interdependent factors influencing sustainable service delivery in Nigerian universities. Enhanced communication strengthens administrative performance, and together they foster a supportive environment for sustainable institutional growth. The significant relationships ($p < 0.01$) indicate that these associations are statistically meaningful rather than due to random variation, thereby reinforcing the validity of the findings.

In line with these results, universities such as Ambrose Alli University (AAU) should further strengthen both administrative efficiency and communication frameworks to ensure consistent, transparent, and sustainable service delivery.

Regression Analysis

To determine the predictive power of the independent variables (administration and communication) on the dependent variable (sustainable service delivery), a multiple regression analysis was conducted.

Model Specification: $SSD = \beta_0 + \beta_1 ADM + \beta_2 COM + \epsilon$

Table 3: Model Summary

Model	R	R ²	Adjusted R ²	F	Sig.
1	0.821	0.674	0.669	134.27	0.000

SPSS output

R (Correlation Coefficient = 0.821): This indicates a strong positive correlation between the independent variables (Administration and Communication) and the dependent variable (Sustainable Service Delivery). It means that as administration and communication improve, sustainable service delivery also increases correspondingly.

R² (Coefficient of Determination = 0.674): This shows that 67.4% of the variation in Sustainable Service Delivery (SSD) can be explained by Administration and Communication. In other words, the model accounts for about two-thirds of the changes observed in service delivery performance, signifying a high explanatory power.

Adjusted R² (0.669): The Adjusted R² adjusts for the number of predictors and sample size in the model. This value indicates that even after making these adjustments, 66.9% of the

variation in Sustainable Service Delivery is still explained by Administration and Communication, confirming an excellent model fit.

F-Statistic ($F = 134.27$, $\text{Sig.} = 0.000$): The F-test assesses the overall significance of the regression model. Since the significance value ($\text{Sig.} = 0.000$) is less than 0.05, the model is statistically significant. This implies that Administration and Communication jointly have a significant and positive effect on Sustainable Service Delivery.

Table 4: Regression Coefficients

Predictor	β	t	Sig.
(Constant)	0.417	2.41	0.017
Administration	0.384	6.21	0.000
Communication	0.529	8.77	0.000

SPSS output

(Constant) = 0.417, $\text{Sig.} = 0.017$: The constant represents the baseline level of Sustainable Service Delivery when both Administration and Communication are held constant (i.e., when both variables are 0). It is statistically significant ($p < 0.05$), indicating that it meaningfully contributes to the overall model.

Administration ($\beta = 0.384$, $t = 6.21$, $\text{Sig.} = 0.000$): The beta coefficient (0.384) indicates that a one-unit increase in Administration results in a 0.384 increase in Sustainable Service Delivery, holding Communication constant. The large t-value (6.21) and the significance level ($p < 0.05$) confirm that this effect is statistically significant. Therefore, effective administrative practices have a positive and significant impact on Sustainable Service Delivery in higher education institutions.

Communication ($\beta = 0.529$, $t = 8.77$, $\text{Sig.} = 0.000$): The beta coefficient (0.529) shows that a one-unit increase in Communication leads to a 0.529 increase in Sustainable Service Delivery, holding Administration constant. The higher t-value (8.77), compared to that of Administration, indicates that Communication has a stronger influence on Sustainable Service Delivery. The significance level ($p = 0.000$) further confirms that this relationship is statistically significant. This finding suggests that enhancing communication systems and practices within the institution significantly improves Sustainable Service Delivery. Overall, Communication appears to be the stronger determinant between the two predictors.

Discussion of Findings

The findings of this study provide valuable insights into the nexus between administration, communication, and sustainable service delivery at Ambrose Alli University (AAU), Edo State, Nigeria. Results from the descriptive, correlation, and

regression analyses reveal that both administrative efficiency and communication effectiveness are critical determinants of sustainable service delivery in higher education institutions.

Administrative Efficiency and Sustainable Service Delivery

The descriptive analysis indicated that the mean score for administrative efficiency (Mean = 3.82, SD = 0.74) was moderately high, suggesting that the university possesses fairly strong administrative systems. However, challenges such as bureaucratic bottlenecks, slow decision-making, and inadequate delegation of authority persist, often hindering timely policy implementation and responsiveness to institutional needs.

This finding aligns with Adebayo and Ogunleye (2022), who observed that the efficiency of administrative systems in Nigerian public universities significantly influences institutional performance and service quality. They noted that administrative structures fostering autonomy, accountability, and transparency enhance staff morale and service effectiveness. Similarly, Eze and Uzochukwu (2021) found that well-coordinated administrative processes strengthen university governance and improve sustainable outcomes.

The significant correlation ($r = 0.681$, $p < 0.01$) between administration and sustainable service delivery reinforces the view that effective management processes are central to institutional sustainability. This corroborates Owolabi and Lawal (2023), who argued that administrative leadership characterized by clarity, fairness, and participatory decision-making promotes a culture of continuous improvement and service excellence in higher education.

Communication Effectiveness and Sustainable Service Delivery

The mean score for communication effectiveness (Mean = 3.68, SD = 0.79) suggests that although communication systems exist at AAU, they are not fully optimized. Respondents reported delays in information flow, limited feedback mechanisms, and a reliance on manual communication methods. These weaknesses often result in inefficiencies in policy implementation and reduce overall satisfaction among staff and students.

The correlation analysis ($r = 0.753$, $p < 0.01$) revealed a strong and significant relationship between communication and sustainable service delivery, indicating that institutions with robust communication mechanisms tend to achieve better and more sustainable performance outcomes. This finding aligns with Okoro and Onyekachi (2022), who noted that transparent and timely communication fosters mutual understanding, enhances coordination, and strengthens institutional accountability. Effective communication also builds trust and shared commitment among academic and administrative stakeholders, leading to improved policy outcomes.

Furthermore, the regression results showed that communication ($\beta = 0.529$, $p < 0.001$) has a stronger predictive influence on sustainable service delivery than administration ($\beta =$

0.384, $p < 0.001$). This suggests that communication acts as a mediating mechanism through which administrative efforts are translated into effective and sustainable actions. This finding supports Nwosu and Ajayi (2020), who reported that universities with open communication cultures adapt more easily to change and maintain higher service quality, especially in resource-constrained environments.

Interrelationship between Administration and Communication

The strong positive correlation between administration and communication ($r = 0.726$, $p < 0.01$) confirms that these constructs are mutually reinforcing. Effective administration depends on the clear communication of policies, goals, and expectations, while effective communication requires administrative frameworks that promote openness, coordination, and consistent information flow. This observation aligns with McGregor's (1960) Theory X and Theory Y, which emphasize that participatory communication and trust-based management encourage innovation, motivation, and improved performance. Eme and Emeh (2021) also emphasized that universities integrating communication strategies into their administrative processes are more likely to achieve long-term sustainability. They argued that communication not only disseminates information but also serves as a feedback mechanism for policy evaluation and continuous improvement. Similarly, Ibrahim and Musa (2023) found that administrative performance in Nigerian universities improves significantly when management prioritizes two-way communication and the use of digital platforms for institutional engagement.

Implications for Sustainable Service Delivery

The regression model ($R^2 = 0.674$) indicates that 67.4% of the variation in sustainable service delivery is explained by administration and communication combined. This implies that institutional sustainability largely depends on the alignment between administrative systems and communication practices. Universities that streamline administrative procedures, promote transparency, and embrace technology-driven communication systems are more likely to achieve enduring service quality and stakeholder satisfaction. This finding aligns with Institutional Theory (Scott, 2014), which posits that organizations must adapt their internal structures and communication processes to meet evolving institutional demands and societal expectations. Within the context of higher education, this means that universities must institutionalize practices that enhance accountability, openness, and participatory management to sustain service delivery.

The study therefore concludes that sustainable service delivery in higher education cannot be achieved through administrative efficiency alone it requires a strategic communication framework that bridges administrative intent with operational execution. Effective communication reinforces administrative decisions, enhances clarity, and fosters collective ownership necessary for sustainable institutional outcomes.

Policy Implications

The study provides important policy implications for higher education management in Nigeria. Policymakers and university administrators must recognize that administration without effective communication is structurally incomplete. Achieving sustainable service delivery requires synergy between administrative reforms and the institutionalization of dynamic, responsive communication systems. This approach aligns with global trends in higher education governance, which emphasize transparency, accountability, and stakeholder engagement.

Conclusion

This study examined the nexus between administration and communication in relation to sustainable service delivery at Ambrose Alli University, Edo State, Nigeria. Using descriptive, correlation, and regression analyses, the findings revealed that both administrative efficiency and communication effectiveness play vital roles in ensuring sustainable and high-quality service delivery in higher institutions.

The descriptive results indicated moderate administrative efficiency and communication effectiveness within the institution, suggesting that while functional systems exist, they are constrained by bureaucratic delays, weak feedback mechanisms, and inconsistent information flow. The correlation analysis demonstrated strong, positive, and significant relationships among administration, communication, and sustainable service delivery, highlighting their interdependence. Regression analysis further confirmed that both administration and communication significantly predict sustainable service delivery, jointly explaining approximately 67.4% of its variance.

Notably, communication had a greater predictive influence ($\beta = 0.529$) than administration ($\beta = 0.384$), indicating that effective communication enhances the operationalization of administrative policies and fosters institutional sustainability. This underscores that communication is not merely a supportive tool but a central operational mechanism linking administrative decisions with implementation outcomes (Eme & Emeh, 2021; Okoro & Onyekachi, 2022).

In conclusion, the sustainability of service delivery in Nigerian universities particularly at Ambrose Alli University depends largely on how effectively administrative structures are integrated with communication systems. When communication channels are transparent, participatory, and technologically driven, they amplify administrative efficiency and enhance staff engagement, accountability, and institutional responsiveness (Adebayo & Ogunleye, 2022; Owolabi & Lawal, 2023). Strengthening communication flow and administrative coordination is therefore fundamental to achieving long-term institutional sustainability.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

- **Enhance Administrative Transparency and Accountability:** The management of Ambrose Alli University, Edo State, Nigeria and other higher institutions should promote transparency in administrative processes. Decision-making should be participatory, involving academic and non-academic staff to reduce bureaucratic delays and foster institutional trust.
- **Strengthen Communication Infrastructure:** The University should invest in modern communication technologies such as intranet portals, digital notice boards, and real-time feedback systems. These tools can enhance speed, accuracy, and accessibility of information among staff and students.
- **Institutionalize Feedback Mechanisms:** Regular feedback channels between management and staff/students should be established to assess the effectiveness of administrative decisions. This will promote inclusivity and ensure that institutional policies align with stakeholder expectations.

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