

Consumer Security And Quality Assurance Management As Predictors Of Heads Of Department Job Attitude In Public Universities In Rivers State, Nigeria

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ABSTRACT

The study investigated consumer security and brand protection (quality assurance) management as a predictor of job attitude of heads of department in public universities in Rivers State, Nigeria. Two research questions were answered while two hypotheses were tested. This study adopted a correlational research design with a population of 147 Heads of Departments from the three public Universities in Rivers State. The sample of the study was 117 Heads of Departments. Proportionate stratified random sampling technique was used to arrive at the sample size representing 80% of the population of the Head of Departments. Three instruments titled Consumer Security Management Questionnaire (CSMQ), Quality Assurance Management Questionnaire (QAMQ) and Job Attitude Questionnaire (JAQ) were used for data collection. The questionnaire have 10 items with response options of Very High Extent, High Extent, Low Extent and Very Low Extent. The instruments were face validated by three experts. The internal consistency reliability coefficients of .88, .89 and .72 were computed for CSMQ, QAMQ and JAQ respectively. Research questions were answered using simple regression while hypotheses were tested using t-test associated with simple regression at 0.05 level of significance. The findings of the study revealed that, consumer security and brand protection (quality assurance) independently and significantly predicted heads of department job attitude to a high extent. It was recommended that the school administrators should endeavor to always post security personnel to the various departments in order to further enhance heads of the department job attitude. The heads of the department should present their subordinates to training and capacity building programme that can support their job performance.

Introduction

A job can be seen as a stable framework that exists outside of the individual currently filling it, laying out specific behaviors and performance expectations that the employing organization endorses (Abbott, 1988). It involves a mix of unspoken, implicit expectations between the employee and the employer, which run parallel to the formal employment agreement (Rousseau, 1995). From this perspective, a job is characterized by its content meaning the tasks and responsibilities involved its context, which includes the physical and social environment, and the rewards that come with it. The way an individual experiences their job, including feelings of fairness, autonomy, and purpose, is just as crucial to its definition as its economic role (Hackman & Oldham, 1980). Job attitudes refer to the relatively stable ways employees evaluate various aspects of their workplace, like the organization, their boss, or the job itself (Weiss, 2002). These evaluations can vary in how strong or positive they are, and they often influence how employees react to these elements (Eagly & Chaiken, 1993). This definition makes it clear that job attitude isn't just one big idea; it's actually a mix of different evaluations. Some of the most commonly studied job attitudes include job satisfaction, organizational commitment, job involvement, and employee engagement (Weiss, 2002).

Each of these attitudes varies depending on what aspect is being evaluated and the specific factors that are deemed important in shaping that evaluation (Eagly & Chaiken, 1993).

Work-related attitude is essentially how ready we are to react to our work environment, and it includes our thoughts, feelings, and actions (Eagly & Chaiken, 1993). This attitude is shaped by our experiences with our job and the organization we work for (Weiss, 2002). When we talk about the demands of work, we're looking at the emotional side, which involves our feelings about the job, as well as our actions (Eagly & Chaiken, 1993). A positive job attitude is marked by uplifting feelings, strong beliefs, and a tendency to act favorably, while a negative attitude shows the complete opposite (Weiss, 2002).

A national study in the UK revealed that head teachers are grappling with significant stress due to 'work overload' and the challenges of managing relationships with their staff. These factors are strong indicators of job dissatisfaction and mental health issues (Phillips et al., 2007). This stress is especially evident in primary schools, where job dissatisfaction and mental health struggles are notably higher compared to other educational sectors (Phillips et al., 2007). Supporting this, research on burnout among Turkish head teachers found that they report greater job dissatisfaction and feelings of depersonalization than their classroom teacher counterparts (Tikkanen, 2024). Additionally, studies across different settings highlight that issues like low pay, insufficient resources, and lack of administrative support contribute to a toxic work environment. This not only leads to teacher turnover and low morale but also impacts head teachers' attitudes and their ability to effectively manage their schools (Tikkanen, 2024; Phillips et al., 2007).

On the flip side, there's some good news: head teachers who use effective motivational and leadership strategies can really boost the work attitude not just in themselves, but also among their teaching staff. Research shows a clear and strong link between a school leader's motivational abilities and the work attitudes of their teachers (Osei, 2024). When head teachers excel in areas like instruction, building internal relationships, and managing the school, it leads to more positive work attitudes among teachers. This, in turn, helps create a more uplifting and productive school environment (Osei, 2024). Moreover, a study from 1999 highlighted that experience plays a significant role in shaping the positive job attitudes of school managers, indicating that professional growth and development over time can really enhance one's outlook (Nwankwo & Ogbonnaya, 1999). This idea is further backed by research that points out how a principal's human leadership style and the overall structure of the school are strong indicators of teacher professionalism and positive job attitudes, like increased enthusiasm and reduced disengagement (Tikkanen, 2024). When head teachers cultivate teamwork and trust, they create a positive work environment that fosters a cycle of motivation and uplifting attitudes (Osei, 2024).

It's quite fascinating that Koko (1998) found subordinate staff giving their Heads of Departments pretty low performance ratings, and these scores were significantly lower than what the heads themselves believed. This gap in how performance is perceived, as Koko points out, highlights the higher expectations subordinates have for their leaders, which could lead to some negative feelings towards them. Additionally, research by Sakiru et al. (2014) revealed that the transactional leadership style was the top predictor of job satisfaction among academic staff, accounting for 15.7% of the variance. This suggests that when Heads of Departments lean too much on transactional methods focusing on supervision, compliance, and rewards they might unintentionally create dissatisfaction instead of engagement, which can further fuel negative attitudes among their team members.

According to the DELSU Journal of Educational Research (n.d), Heads of Departments often respond to workplace frustration in ways that can be quite dramatic. They might lash out at their subordinates, show up late consistently, develop a negative attitude towards their colleagues, or even lose their motivation entirely. The study pointed out that these reactions stem from several frustration factors, including a lack of rewards and recognition, insufficient funding for departmental needs, pressure to perform, conflicting administrative procedures, and interpersonal conflicts with coworkers. Fast forward to more recent events, CDANews (2025) highlighted a significant administrative crisis at Rivers State University, where the Vice-Chancellor compelled the resignation of the Dean, Sub-Dean, and all Heads of Departments in the Faculty of Law. This move sparked immediate criticism from the Council of Legal Education and the National Universities Commission, who saw it as a serious threat to academic stability

and accreditation standards. As CDANews reported, such administrative upheaval fosters job insecurity and lowers morale among academic administrators, which only serves to deepen negative attitudes towards their jobs. The negative attitude of heads of department towards their jobs may be due to poor management of resources.

One of the most established definitions views management as a distinct, purposeful process that involves the systematic coordination of human and other resources to accomplish set objectives (Koontz & O'Donnell, 1984). From this perspective, management is defined as "a distinct process consisting of planning, organizing, actuating, and controlling, performed to determine and accomplish objectives by the use of people and other resources" (Koontz & O'Donnell, 1984, p. 4). Similarly, management has been described as "the process by which a co-operative group directs action towards common goals" (Massie, 1987, p. 12). Management involves developing, integrating, and directing human talent to accomplish objectives, suggesting that the ability to lead and motivate is just as crucial as technical planning skills (Graham, 1995). Management of personnel is essential in order to provide the needed and security services.

Security is all about keeping individuals or groups safe from harm or threats. When we talk about a consumer, we're referring to someone who buys goods or services for their own use or ownership, not for resale or to use in production. Consumer safeguarding practices aim to protect consumers from any unfair practices they might encounter. It's essential to make sure that consumers get the best services possible and are shielded from the unfair practices that can pop up in the environment.

Consumer security is all about safeguarding students from unfair practices while they're in the school environment (Anyah, 2019). This includes implementing laws designed to protect students from harassment and intimidation (Ndukwe, 2019). Essentially, student security aims to keep them from getting involved in fraudulent activities (Ozoko, 2019). Managing student security involves ensuring that students steer clear of unfair practices within the school system (Amadi & Edo, 2022). School regulations are put in place to help students experience a reasonable level of security while they enjoy their time at school (Ukaebu, 2019).

Consumer protection is all about ensuring that students can engage in their school programs and activities without any disruptions (Agbo, 2019). It's important to note that consumer interests can also benefit consumers while promoting economic efficiency, but that's a topic more aligned with competition law. Additionally, consumer protection can be championed by non-governmental organizations and individuals through consumer activism. This is where consumer education and protection come into play, acting as essential tools that empower consumers to safeguard themselves against negative market influences. Moreover, they help consumers navigate legislation and policy issues that directly impact their rights and choices.

Quality can be understood as how well a program, service, product, object, or entity measures up to a specific standard or benchmark. It's essentially the level of excellence of something when you stack it up against similar items. As Okebukola (2005) puts it, quality is all about being fit for a particular purpose. It involves processes that motivate everyone involved in creating a product or delivering a service to continuously evaluate their work, ensuring that the output meets high standards (Nwugo, 2008). On the other hand, Okoroma (2006) describes quality as a bit of a moving target, influenced by various situations and circumstances that can impact the availability of resources.

According to Diaz (2014), quality serves as a tool to determine whether a service is perceived as good or bad. It can also be viewed as the consumer's mindset in accepting a product or service that meets their expectations. Essentially, the quality of a good or service is judged by how well it aligns with the consumer's minimum expectations. Nwiyi (2009) describes quality in education as the degree to which set goals are achieved with established standards. When it comes to school administration, quality is reflected in how effectively administrators fulfill the objectives of Nigerian education. Quality education encompasses not just good teaching, but also a supportive school environment, well-qualified teachers, and a sufficient supply of textbooks that cater to local cultural and economic contexts, especially for marginalized and underrepresented groups (Igwe, 2003). Igwe further elaborates that quality in education involves ensuring that learning is functional, suitable for everyday life, and prepares students for future uncertainties and challenges.

When we talk about quality in education, we're really referring to the standards of excellence that shape the entire environment of a school system (Tamuno, 2015). Quality assurance, then, is all about carefully choosing the right inputs—like students and resources—into the school framework so that we can achieve the desired outcomes, which are essentially the products of education (Enaohwo, 2013). This assurance means that school administrators are committed to consistently fulfilling their responsibilities to meet the standards and demands of a competitive global landscape. In Nigeria, as noted by Onacha (2002), assurance in school administration is crucial for reaching educational goals. It aims to cultivate a generation of individuals who are not only responsible and admirable in character but also equipped with the skills and knowledge necessary to meet the needs of society.

Quality assurance encompasses a range of activities aimed at boosting students' academic success, fostering staff commitment, and setting high expectations. It plays a crucial role in overseeing the work of individual teachers and the overall instructional program in schools. The goal of quality assurance in education is to provide top-notch educational services that can lead to meaningful transformations in society, ultimately enhancing the quality of life for its citizens (Ayeni, 2010). This process includes aspects like accountability, effective communication, resource management (both human and material), leadership, supervision, and financial oversight (Ebong, 2013). Essentially, quality assurance is a management approach that involves careful planning and the systematic execution of actions needed to meet specific requirements in the production of goods and services (Storey, Briggs, Jones, and Russell, 2010).

Quality assurance is a structured approach designed to assess whether a product or service meets established quality standards (Gillis, 2019). It's not just about checking boxes; a solid quality assurance system boosts customer confidence and enhances a company's reputation. Plus, it streamlines work processes and efficiency, giving businesses a competitive edge (Gillis, 2019). Customers and clients often have specific expectations based on their needs and goals, and quality assurance helps instill trust in the products and services they receive. In the realm of education, quality assurance involves effectively managing, monitoring, evaluating, and reviewing the resources and processes involved in teaching and learning. The goal is to produce high quality outcomes students who meet societal standards and expectations (Ayeni, 2010). This approach leads to superior educational offerings that foster trust and loyalty among stakeholders. Quality assurance also encompasses the responsibilities of school administrators as they work to shape students' minds and character, ultimately preparing them to be responsible and diligent members of society (Izuagba, 2014).

Quality assurance is all about keeping a close eye on different parts of a project, service, or facility to make sure everything meets the required quality standards. Ciwar (2005) describes quality assurance in the context of education as the establishment of benchmarks for various processes and activities that help training institutions produce high-quality graduates. Ojo (2011) adds that in teacher education, quality assurance takes on a wider meaning, focusing on preventing issues through organized and systematic efforts.

Quality assurance in school administration therefore provides a set of rules which if followed, can provide for more effective ways of operating a viable educational enterprise; it will permit eradication of the demanding nuisance which perverts the educational system. However, the administrative effectiveness of administrators had been observed by Menchaca (2013) as a factor inhibiting the accomplishment of objectives and goals of education which had limited the quality of education products. Walson and Yellow (2019) identified professional development of teachers as an index for performance effectiveness for quality results in the education system. Quality assurance in other words is seen as the process of ensuring effective resource input, control, refining the process and raising the standard of output in order to meet the set goals and satisfy public accountability (Diaz, 2014). Quality assurance is fundamental, highlighting the importance of maintaining high standards in service delivery. Harvey and Green (2020) state that quality assurance in higher education involves systematic monitoring and evaluation to ensure services meet established standards. Based on the foregoing, the study investigated consumer security and quality assurance management as predictors of heads of department job attitude in public universities in Rivers State, Nigeria.

Purpose of the study

The study investigated consumer security and quality assurance management as predictors of heads of department job attitude in public universities in Rivers State, Nigeria. Specifically, the study sought to determine the:

1. extent to which Consumer Security management predicts heads of department job attitude in public universities in Rivers State, Nigeria..
2. extent to which Brand Protection (Quality Assurance) management predicts heads of department job attitude in public universities in Rivers State, Nigeria.

Research Questions

The following research questions were answered in this study.

1. To what extent does Consumer Security management predict heads of department job attitude in public universities in Rivers State, Nigeria?
2. To what extent does Brand Protection management predict heads of department job attitude in public universities in Rivers State, Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. Consumer security management does not significantly predict heads of department job attitude in public universities in Rivers State, Nigeria.
2. Brand production management does not significantly predict heads of department job attitude in public universities in Rivers State, Nigeria.

Methods

This study adopted a correlational research design. The population of the study was 147 (UPH-78, RSU-39 and IAUOE 30) Heads of Departments in the three public Universities in Rivers State. The three universities have 25 (UPH-12, RUST-7 and IAUOE 6) faculties respectively (Source: Academic and Planning Units, 2021). The sample size of the study was 117 (UPH-62, RSU-31 and IAUOE-24) Heads of Departments in the three public Universities in Rivers State. Proportionate stratified random sampling technique was used to draw 62 HoDs from UPH, 31 HoDs from RSU and 24 HoDs from IAUOE representing 80% of the population of the Heads of Departments. The sample was suitable because the Taro Yamane gave the minimum sample that can come out of this population to be 107 Heads of Departments. Three instruments titled Consumer Security Management Questionnaire (CSMQ), Quality Assurance Management Questionnaire (QAMQ) and Job Attitude Questionnaire (JAQ) were used for data collection. The questionnaire have 10 items with response options of Very High Extent, High Extent, Low Extent and Very Low Extent. The instruments were face validated by three experts. The internal consistency reliability coefficients of .88, .89 and .72 were computed for CSMQ, QAMQ and JAQ respectively. Simple regression was used to answer the research questions while t-test associated with simple regression was used to test the hypothesis at .05 level of significance.

Results

Research Question 1: To what extent does consumer security management predict heads of department job attitude?

Table 1: Simple Regression of the Extent of Prediction of Consumer Security on heads of department job attitude

Model	R	R Square	Adjusted R Square	Decision
1	.80 ^a	.65	.62	High extent

Data on table 1 revealed that the regression coefficient and regression square coefficients are 0.80 and 0.65 respectively. The extent of prediction is determined to be 65% (0.65×100). Therefore, consumer security predicts heads of department job attitude public universities in Rivers State Nigeria to a high extent. The 35% variance in the heads of department job attitude is not accounted by consumer security.

Hypothesis 1: Consumer security management does not significantly predict heads of department job attitude in public universities in Rivers State, Nigeria.

Table 2: t-test associated with Simple Regression of the prediction of Consumer Security on heads of department job attitude in public Universities in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.450	1.839		4.051	.000
	Consumer security	.795	.055	.803	14.328	.000

Data on table 2 presents the summary of t-test associated with simple regression on the prediction of Consumer Security on heads of department job attitude in public Universities. The t. value used in testing the null hypothesis resulted in 14.328, using a significant value of 000 and alpha value of 0.05. From the foregoing result, the null hypothesis is rejected because the significant value of 000 is less than the alpha value of 0.05. Based on this observation, the researcher rejected the null hypothesis in favour of the alternative that there is a significant prediction of Consumer Security on heads of department job attitude in public Universities in Rivers State.

Research Question 2: To what extent does brand protection management predict heads of department job attitude in public universities in Rivers State, Nigeria?

Table 3: Simple Regression of the Prediction of Brand Protection (quality assurance) on heads of department job attitude in Public Universities in Rivers State

Model	R	R Square	Adjusted R Square	Decision
1	.822 ^a	.68	.67	High extent

Data on table 3 revealed that the regression coefficient and regression square coefficients are 0.82 and 0.68 respectively. The extent of prediction is determined by multiplying the regression square by 100% which gave 68% (0.68×100). Therefore, brand protection (quality assurance) predicts heads of department job attitude in public universities in Rivers State Nigeria to a high extent. The 32% variance in the heads of department job attitude is not accounted by brand production (quality assurance).

Hypothesis 2: Brand production management does not significantly predict heads of department job attitude in public universities in Rivers State, Nigeria.

Table 4: t-test associated with Simple Regression of the Prediction of heads of department job attitude in Public Universities in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.551	1.774		3.693	.000

Brand protection	.814	.053	.822	15.362	.000
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Data on table 4 presents the summary of t-test associated with simple regression on the prediction of Brand Protection on heads of department job attitude in public Universities. The t- value used in testing the null hypothesis resulted in 15.362, using a significant value of 000 and alpha value of 0.05. From the foregoing result, the null hypothesis is rejected because the significant value of 000 is less than the alpha value of 0.05. Based on this observation, the researcher rejected the null hypothesis in favour of the alternative that there is a significant prediction of Brand Protection on heads of department job attitude in public Universities in Rivers State.

Discussion of Findings

The finding of this study showed that consumer security predicts heads of department job attitude public universities in Rivers State Nigeria to a high extent. The hypothesis showed that there is a significant prediction of Consumer Security on heads of department job attitude in public Universities in Rivers State. The discovery that consumer security plays a significant role in shaping the job attitudes of department heads at public universities in Rivers State, Nigeria, highlights just how important a safe and stable environment is for effective leadership and organizational commitment. When academic leaders feel that consumer security covering the safety of students, staff, and institutional assets is being properly managed, it positively impacts their attitudes toward their roles. Research has consistently shown that job satisfaction and a sense of security are key factors in reducing negative outcomes and creating a positive workplace atmosphere (Adebayo & Eze, 2020). In Nigeria, studies indicate that occupational stress and low work engagement can slightly predict job satisfaction among university staff, suggesting that addressing security concerns could help lower stress levels and boost engagement (Ogunleye & Adebayo, 2019). Additionally, when there's a disconnect between what employees expect and the reality of their work environment especially regarding security it can lead to decreased motivation and a less favorable attitude toward their jobs (Okeke & Nwosu, 2021).

This finding carries important implications, especially considering the operational hurdles faced by public universities in Nigeria. Isilebo (2022) pointed out the urgent need for school authorities to enhance the creation of safe and supportive learning environments to ensure ongoing institutional support. The significant prediction revealed in this study builds on that argument, demonstrating that security is not only crucial for attracting students but also essential for the well-being and effectiveness of academic leaders. When Heads of Department feel secure, they tend to be more motivated and dedicated to their administrative and academic responsibilities, as a positive work environment directly influences their morale and ability to lead (Eze & Chukwu, 2020).

The finding of this study showed that brand protection (quality assurance) predicts heads of department job attitude in public universities in Rivers State Nigeria to a high extent. The hypothesis showed that there is a significant prediction of brand protection (quality assurance) on heads of department job attitude in public Universities in Rivers State. These studies together indicate that quality assurance serves not just as a way to ensure compliance but also as a strategic asset that boosts employee engagement and commitment within universities. This aligns with the findings of Duh and Wara (2024), which revealed that the brand-related information shared with employees plays a crucial role in enhancing their role clarity, brand knowledge, and overall commitment. Likewise, this study's results resonate with those of Obiekezie et al. (2016), who highlighted that academic staff are vital in implementing quality assurance, with their perceptions significantly affecting their engagement and dedication to the institution's goals. Thus, the strong predictive relationship identified in this study is in line with the wider literature on employee-based brand equity and quality assurance in the realm of higher education.

Conclusion

Based on the findings of this study, it was concluded that consumer security and brand protection (quality assurance) are strong determinants of heads of department job attitude in public universities in Rivers State, Nigeria.

Recommendations

It was recommended that:

1. the school administrators should endeavor to always post security personnel to the various departments in order to further enhance heads of the department job attitude.
2. The heads of the department should present their subordinates to training and capacity building programme that can support their job performance.

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