

ASSESSMENT OF ADMINISTRATIVE EFFECTIVENESS OF HEADS OF DEPARTMENT IN COLLEGES OF EDUCATION IN EDO AND DELTA STATES, NIGERIA

ISABU, Maureen Osatofa

Department of Educational Foundations and Management, Faculty of Education, Ambrose Alli University, Ekpoma
– Edo State, Nigeria

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ABSTRACT

This study investigated the assessment of administrative effectiveness of heads of department in colleges of education in Edo and Delta States. Five research questions guided the study. The descriptive survey research design was adopted in the study. The population of this study consist all the one thousand, three hundred and seventy three (1373) academic staff in the seven (7) Colleges of Education in Edo and Delta States. The sample of six hundred and eighty eight (688) academic staff (lecturers) was drawn using the proportionate random sampling technique. This represents fifty percent (50%) of the population. One researcher developed instrument: Heads of Department Effectiveness Questionnaire (HODEQ) was used to collect the data. The Cronbach alpha (α) for the five (5) sub-scales on administrative effectiveness based on task performance of HODs were: .816 for management of academic programme, .709 for management of finances, .723 for management of facilities, .785 for management of external relations while .807 for management of time. The data collected after administration were analysed using the mean (\bar{X}) and standard deviation (S.D). The results showed that the Heads of Department were effective in the management of academic programmes and external relations ($X > 2.50$) but ineffective in the management of finances, facilities and time in the Colleges of Education in Edo and Delta States respectively ($X < 2.50$). It was recommended among others that College administrators should set up a financial regulatory team that would help assist Heads of Department to reconcile all books of account on income and expenditure of the department at the end of specific periods of every semester or session. This would further help in promoting prudent spending, appropriate financial planning and budgeting on every income received.

Keywords: Administrative Effectiveness, Heads of Department.

1. INTRODUCTION

Colleges of Education are higher or tertiary institutions of learning in Nigeria that offer National Certificate of Education (NCE) to trainee teachers. The goals of Colleges of Education in Nigeria are to produce: a) teachers with high personal and professional discipline and integrity; b) teachers who are dedicated, with appropriate knowledge, skills and attitudes that would facilitate easy achievement of the national goals spelt out above (Teachers Registration Council of Nigeria, 2007:4). This is all the more important when the government's decision that NCE shall ultimately be the minimum entry qualification into the teaching profession in Nigeria. More importantly, with the signing into law of the Universal Basic Education Act in 2004, production of Specialist Teachers for all the levels of Basic Education becomes imperative. This is why the General Courses offered in the Colleges of Education are specifically designed for the training of Junior Secondary Education (JSE) teachers.

The foregoing shows that one of the major purposes of establishing Colleges of Education is to train teachers who will be awarded a minimum teacher qualification of National Certificate in Education (NCE). This certificate qualifies them to teach in primary and secondary schools. College of Education as academic institution comprises two major resources - human and material resources. Human resources consist of students and an array of: principal officers - the provost, deputy provosts, bursar and so on; the management staff - heads of Departments, deans of school, head of academic planning, among others, academic staff - graduate assistants, junior lecturers (lecturer II), senior lecturers (lecturer I), principal lecturers, chief lecturers and professors among others; non-academic staff such as chief security officer, drivers, porters among others, while the latter (material resources) cover a wide variety of school physical or material resources such as textbooks, lecture rooms, chairs, tables and even a befitting learning environment among others.

To properly coordinate material and human resources, Colleges of Education like other organizations, has a structure that helps in regulating administrative and academic activities of the institution. The structure of Colleges of Education in descending order begins from: a) the Visitor - who could be the president or state governor in the case of the federal and state Colleges of Education respectively; b) the Governing Council; c) the chief officers/principal/management team of the college comprising of the Provosts; Deputy Provosts-academic and administration; Registrars -academic and Public Relations Officer; Bursar and Librarian; d) executive/administrative officers comprising Directors of Works, Heads of schools, and Heads of Department; e) non-academic and academic staff (lecturers); f) executive and technical class officers; g) secretarial class officers; h) clerical and workers of the miscellaneous class e.g. typists, drivers, messengers, security guards; and i) students (National Commission for Colleges of Education, 2007:5).

Effectiveness in Colleges of Education depends largely on the management's ability to be productive, develop ideas and solve problems for effective management. There are professionals and specialist in every department who may be higher in rank than their departmental heads but to whom work may have to be assigned and tasks delegated. These complexities in role function require tactfulness by the departmental head in showing some respect to superiors and demonstrate appropriate expertise in five aspects namely: a) the management of academic programmes, b) the management of finances, c) the management of facilities, d) the management of external relations, and e) the management of time for various schedules in the department (Olorisade, 2011).

Effectiveness of Heads of Departments on the management of academic programmes may require one or more of: organizing or ensuring regular class attendance among lecturers, ensuring optimum coverage of the course content, supervising time for teaching and learning, students' results compilation, monitoring scope of instructional programme for productive engagement and lecturers' assessment of students. For finances, it covers: management of receipts for all payments, management of funds for the development of the department, accountability on income/expenditure of the department, planning of the project financing for the department, minimization of recurrent expenses in day-to day activities of the department and debt avoidance through financial budgeting. Management of facilities covers responsiveness of Heads of Department towards repairing damaged office and teaching facilities, their concern for security of technical facilities, inculcation of good maintenance culture in students and staff, and replacement of damaged gadgets. Management of external relations by Heads of Departments refers to their effectiveness in: encouraging cordial relationship with the host community; welcoming the suggestions and criticisms of non-members of the college community; assisting the college

authority in using dependable communication link to reach the community; communicating effectively with parents on vital issues affecting their students and the department and maintaining an open communication link with external bodies while the fifth aspect management of time by Heads of Department covers how well they ensure every meeting agenda is discussed within the time allotted; personal assignments do not interfere with departmental programmes; all lecturers keep to their lecturer time; all departmental lecturers compile the results of their students as at when required; all non-academic programmes are well managed within the time slated and undue postponement of programmed schedules because of improper time planning is avoided (Olorisade, 2011).

In recent times, managing the academic programmes, facilities, finances, external relations, and the little time for various departmental schedules in the department, appears to be getting more complex owing to the demands for education, the growing population and increasing number of students gaining admission into Colleges of Education. This is an era where recruitment of people into the teaching profession and their subsequent training skills lack enough seriousness and vision. Teaching now appears to be meant for school drop outs who easily find their way into Colleges of Education, thus teacher training institution has turned into a dumping ground for those who cannot secure an admission into any other tertiary institution (Olorisade, 2011). Consequently, the present head of department needs to have a business sense to know the staff more and work with them towards the realization of the departmental goals.

The Head of Department as the leader of the Department is faced with the problem of increasing staff morale especially with the staff of the state owned institutions like the Colleges of Education in Edo and Delta States where salaries are claimed not to be promptly paid. From personal observation in these institutions; some lecturers who are supposed to go out to the classrooms to supervise students on teaching practice are nowhere to be found. The blame is often times placed on the head of department for not having control over colleagues and subordinate. This may be due to his leadership style. There are others who seem to be frustrated and lack enthusiasm to work because of lack of promotion.

There was wide spread misgiving concerning the administrative effectiveness of the Heads of Department in these institutions. Stakeholders believe that the department is expected to produce quality teachers into our educational system. The success and failure therefore is put on the head of department. However, he is expected to make sure that management of the little resources is done. For teaching and learning to be effective, institutional programmes (academic programmes) must be carried out effectively. The Head of Department is tasked with making sure that the academic programme for any session is in line with the philosophy of Nigeria education because the pressure is everywhere for qualitative education. They supervise the whole school programme and bear the ultimate responsibility of taking charge of their administrative duties effectively.

Heads of Department as leaders at the helm of affairs are charged with the responsibility of mobilizing appropriate human, time, financial and material resources available, for the purpose of achieving the departmental goals. Consequently, the success of the department seems to be determined by the quality of leadership. It is against this backdrop that the researcher set to find out the administrative effectiveness of the Heads of Departments in Colleges of Education in Edo and Delta States, whose effectiveness or ineffectiveness determine the success or failure of the heads of department in colleges of education.

There have been doubts on the job effectiveness of the Heads of Department and lecturers because the products (that is the teachers) from Colleges of Education are a cause of worry. So much that in recent years much emphasis has been placed on the importance of professional teacher training for the purpose of facilitating educational development at all levels (Okeke 2004; Teachers Registration Council of Nigeria, 2007; FRN, 2013). Stakeholders of education allegedly complain that graduates from Nigerian Colleges of Education are poorly prepared owing to the poor teaching quality in primary and secondary schools. The standard in the schools have fallen considerably over the years and the National Certificate in Education (NCE) is no longer a guarantee of communication skills or technical competence. The products from these colleges are often viewed as 'half baked'. What could be responsible for all these shortcomings? Under the prevailing circumstances therefore, there is need for the assessment of effectiveness of the Heads of Departments in the Colleges of Education in Edo and Delta States in Nigeria.

In most departments in Colleges of Education in Nigeria, it has been observed that most Heads of Departments have unequal treatment for their staff which results to the choice of staff to delegate or involve in decision making matters of the department. This according to Osakwe (2015) is responsible for the lackadaisical attitude put up by the departmental staff that neither make meaningful contributions to the development of the department nor suggest solutions for improvement. Such are lecturers or departmental staff that says things like "It is not my business, let them implement the decisions themselves." All of these leave much to be desired on the administrative effectiveness of Heads of Departments in Colleges of Education.

Nzoka and Orodho (2014) analyzed the strategies school managers apply to improve academic programme of students in schools under free day secondary school education in Embu District, Embu County, Kenya. Seniwoliba, Mahama and Abilla (2017) explored the challenges of records management in higher education in Ghana. Who stated that the school heads of departments were ineffective in the management of school records and facilities as several records were managed manually through filing of hard copies in folders and keeping of records in metal cabinets.

Chemutai (2015) identified the roles played by school heads as human resource managers in schools in Nandi County, Kenya who found the principals were ineffective in managing external relations with members of the school community. Alimi, Alabi and Ehinola (2011) investigated teachers' perception of school heads' leadership effectiveness in the salient aspects of school management: pedagogical skill, administrative skill and community relation skills effectiveness in schools in Ondo State. The results showed that the Heads of Departments and principals of public secondary schools had low level of effectiveness in pedagogical and community relation skills, but high effectiveness in administrative duties.

Shahmandi, Silong, Ismail, Samah and Othman (2011) examined in the context of middle level leadership in research universities that included the Deans and Head of Departments Serdang Selangor, Malaysia. The findings from the reviews showed that administrators (Deans and Heads of Departments) were ineffective in the management of external relations. Ogundele, Sambo and Bwoi (2015) investigated the necessary skills needed by principals in the effective administration of schools at secondary school level in Jos North Local Government in Plateau State and opined that level of administrative effectiveness was high among school principals on external relations. Aniefiok and Uduak (2017) examined the administrative challenges of academic Heads of

Department in universities in Cross River State, Nigeria and stated that academic Heads of Department in universities in Cross River State were ineffective in management of time. Al-Zoubi (2016) examined time Management among the Heads of Departments and its implication on academic achievement among high school students in the Hashemite Kingdom of Jordan. The findings showed that the Heads of Departments (HODs) and the school principals' were in effective in time management.

It is not known to the researcher that any study has assessed the administrative effectiveness of the Heads of Department of the Colleges of Education in Edo and Delta States. There is, therefore, a gap in knowledge. It is this gap in knowledge that this study sought to fill by investigating administrative effectiveness of the Heads of Departments in the Colleges of Education in Edo and Delta States as perceived by academic staff in the colleges.

Research Questions

The following research questions guided the study

1. What is the level of administrative effectiveness of Heads of Department in the management of academic programmes in the Colleges of Education in Edo and Delta States?
2. What is the level of administrative effectiveness of Heads of Department in the management of finance in the Colleges of Education in Edo and Delta States?
3. What is the level of administrative effectiveness of Heads of Department in the management of school facilities in the Colleges of Education in Edo and Delta States?
4. What is the level of administrative effectiveness of Heads of Department in the management of external relations in the Colleges of Education in Edo and Delta States?
5. What is the level of administrative effectiveness of Heads of Department in the management of time in the Colleges of Education in Edo and Delta States?

2. METHODS

This study adopted the descriptive survey research design. The population of this study consist all the one thousand three hundred and seventy three (1373) academic staff in the seven Colleges of Education in Edo and Delta States. The sample for this study comprised all the six hundred and eighty eight (688) academic staff (lecturers) representing fifty percent (50%) of the population of academic staff in the Colleges of Education in Edo and Delta States respectively.

The instrument used was a questionnaire developed by the researcher and titled: Heads of Departments Effectiveness Questionnaire (HODEFEQ). The questionnaires contained Sections A and B. Section A was used to collect data on the demographic profile such as the name of their institution and department while the 30-items in Section B covered five (5) aspects of managerial responsibilities or duties of HODs. These include: managing academic programmes, finances, physical facilities, external relations and time. The instrument was rated on a four point likert response scale of Highly Effective - 4, Effective - 3, Ineffective - 2 and Highly Ineffective - 1. Hence, this gave an average mean score of 2.50 per item.

The face and content validity of the instruments was carried out by experts in Educational Management and measurement and evaluation of Ambrose Alli University, Ekpoma. To determine the internal consistency of the instrument, the Cronbach alpha reliability method was used. The

reliability alphas of items on these five aspects of their responsibilities or duties include: managing academic programmes ($\alpha = .816$, items 1-6), finances ($\alpha = .709$, items 7-12), physical facilities ($\alpha = .723$, items 13-18), external relations ($\alpha = .785$, items 19-24) and time ($\alpha = .807$, items 25-30). Thirty (30) copies of the instrument were administered to lecturers in Colleges of Education in Ondo State. The researcher along with two trained research assistants administered the questionnaire to the lecturers. The research Questions 1, 2, 3, 4 and 5 were answered using mean (\bar{X}) and standard deviation (S.D).

3. RESULTS

Result of the analysis are presented

Research Question 1: What is the level of the administrative effectiveness of the Heads of Departments in the management of academic programmes in the Colleges of Education in Edo and Delta States?

Table 1: Analysis on level of Administrative Effectiveness of the Heads of Departments in the Management of Academic Programmes in the Colleges of Education in Edo and Delta States

Item no.	Items	Score	n = 688		
			\bar{X}	S.D	Remark
Effectiveness of Heads of Departments in.....					
1	ensuring lecturers attend class regularly	2240	3.24*	.817	Effective
2	ensuring the coverage of course content	2092	3.04*	.918	Effective
3	ensuring that time table is drawn out for teaching and learning process	1536	2.23	.892	Ineffective
4	ensuring students results and compilation as soon as possible	1572	2.28	1.087	Ineffective
5	ensuring the scope of instructional programme is such that students are productively engaged	1540	2.24	1.140	Ineffective
6	encouraging lecturers to always give assignment to students	1504	2.19	1.211	Ineffective
<i>Overall mean on management of academic programme = 2.54</i>					

Note: *Effective ($\bar{X} \geq 2.50$)

Ineffective ($\bar{X} \leq 2.49$)

The results in Table 1 showed that the Heads of Departments were effective in ensuring that the lecturers attend class regularly and the coverage of course content with mean scores of 3.04 and

3.24 respectively while they were ineffective in ensuring that time table was drawn out for teaching and learning process, ensuring students’ results and compilation as soon as possible, ensuring the scope of instructional programme was such that students were productively engaged and encouraging lecturers to always give assignment to students with a mean score range of 2.19 to 2.28 respectively. The results in Table 2 further showed that the overall mean score on items 1 to 6 bordering on management of academic programme was 2.54. This showed that the Heads of Departments were effective in the management of academic programme in the Colleges of Education in Edo and Delta States.

Research Question 2: What is the level of administrative effectiveness of the Heads of Department in the management of finance in the Colleges of Education in Edo and Delta States?

Table 2: Analysis on level of administrative effectiveness of the Heads of Department in the management of finance in the Colleges of Education in Edo and Delta States

Item no.	Items	Score	n = 688		
			\bar{X}	S.D	Remark
Effectiveness of Heads of Departments in.....					
1	ensuring all payments are duly receipted for	1516	2.20	.928	Ineffective
2	exploring sources to raise funds for the development of the department	13236	1.94	.894	Ineffective
3	giving periodic reports of the department’s income/expenditure to appropriate body	1400	2.03	.902	Ineffective
4	making plans on financing departmental projects	1240	1.80	1.004	Ineffective
5	minimizing recurrent expenses in day-to day activities of the department	2216	3.22*	.869	Effective
6	avoiding debt through financial budgeting	1764	2.56*	1.019	Effective
Overall mean on management of finances = 2.29					

Note: *Effective ($\bar{X} \geq 2.50$)

Ineffective ($\bar{X} \leq 2.49$)

The results in Table 2 showed that the Heads of Department were ineffective in ensuring that all payments were duly receipted for and giving periodic reports of the department’s income/expenditure to appropriate body with mean score of 2.03 and 2.20 respectively. They were ineffective in exploring sources to raise funds for the development of the department and making plans on financing departmental projects with mean scores of 1.94 and 1.80 respectively; effective

in minimizing recurrent expenses in day-to day activities of the department with a mean score of 3.22 while they were effective in avoiding debt through financial budgeting with a mean score of 2.56. The results in Table 3 further showed that the overall mean score on items 1 to 6 bordering on management of finances was 2.29. This showed that Heads of Department were ineffective in the management of finances in the Colleges of Education in Edo and Delta States.

Research Question 3: What is the level of administrative effectiveness of the Heads of Departments in the management of school facilities in the Colleges of Education in Edo and Delta States?

Table 3: Analysis on the level of administrative effectiveness of the Heads of Departments in the management of school facilities in the Colleges of Education in Edo and Delta States

Item no.	Items	Score	n = 688		
			\bar{X}	S.D	Remark
Effectiveness of Heads of Departments in.....					
1	repairing any damaged office facilities immediately	1676	2.44	.923	Ineffective
2	striving to ensure teaching facilities are managed by lecturers	1304	1.90	.947	Ineffective
3	showing much concern for security of technical facilities like computers and printers	1684	2.45	.852	Ineffective
4	imbibing in students and staff a good maintenance culture for classroom facilities	1936	2.83*	.683	Effective
5	replacing any facility that is beyond repair	1240	1.81	.740	Ineffective
6	ensuring mechanical gadgets such as plants and generators are serviced by technicians regularly	1440	2.08	.765	Ineffective
<i>Overall mean on management of facilities = 2.25</i>					

Note: *Effective ($\bar{X} \geq 2.50$)

Ineffective ($\bar{X} \leq 2.49$)

The results in Table 3 showed that Heads of Departments were ineffective in repairing any damaged office facilities immediately, striving to ensure that teaching facilities were managed by lecturers, showing much concern for security of technical facilities like computers and printers, replacing any facility that is beyond repair and ensuring mechanical gadgets such as plants and generators were serviced by technicians regularly at a mean score range of 1.18 to 2.45 respectively. They were effective in imbining in students and staff a good maintenance culture for classroom facilities at a mean score of 2.83. The results in Table 4 further showed that the overall

mean score on items 1 to 6 bordering on management of facilities was 2.25. This showed that the Heads of Department were ineffective in the management of facilities in the Colleges of Education in Edo and Delta States.

Research Question 4: What is the level of administrative effectiveness of the Heads of Departments in the management of external relations in the Colleges of Education in Edo and Delta States?

Table 4: Analysis on the level of the administrative effectiveness of the Heads of Departments in the management of external relations in the Colleges of Education in Edo and Delta States

Item no.	Items	Score	n = 688		
			\bar{X}	S.D	Remark
Effectiveness of Heads of Departments in.....					
1	encouraging cordial relationship with the host community	1776	2.37	.837	Ineffective
2	welcoming the suggestions and criticisms of non-members of the college community	1884	2.59*	.815	Effective
3	assisting the college authority in using dependable communication link to reach the community	2196	3.19*	.838	Effective
4	communicating effectively with parents on vital issues affecting students and the department	2064	3.00*	.883	Effective
5	promoting good relationship with staff and college community	1564	2.27	.877	Ineffective
6	maintain an open communication link with external bodies	1488	2.16	.999	Ineffective
Overall mean on management of external relations = 2.60					

Note: *Effective ($\bar{X} \geq 2.50$)

Ineffective ($\bar{X} \leq 2.49$)

The results in Table 4 showed that the Heads of Department were ineffective in encouraging cordial relationship with the host community, promoting good relationship with staff and college community and maintaining an open communication link with external bodies with a mean score range of 2.16 to 2.37. They were effective in welcoming the suggestions and criticisms of non-members of the college community with a mean score of 2.59. They were also effective in assisting the college authority in using dependable communication link to reach the community and communicating effectively with parents on vital issues affecting their students and the department

with mean score of 3.00 and 3.19 respectively. The results in Table 5 further showed that the overall mean score on items 1 to 6 bordering on management of external relations was 2.60. This showed that the Heads of Departments were effective in the management of external relations in the Colleges of Education in Edo and Delta States.

Research Question 5: What is the level of the administrative effectiveness of the Heads of Departments in the management of time in the Colleges of Education in Edo and Delta States?

Table 5: Analysis on the level of the administrative effectiveness of the Heads of Departments in the management of time in the Colleges of Education in Edo and Delta States

Item no.	Items	Score	n = 688		
			\bar{X}	S.D	Remark
Effectiveness of Heads of Departments in.....					
1	ensuring every meeting agenda is discussed within the time allotted	1488	2.16	1.016	Ineffective
2	ensuring personal assignments do not interfere with departmental programmes	1364	1.98	1.144	Ineffective
3	ensuring all lecturers keep to their lecturer time	1592	2.31	1.004	Ineffective
4	ensuring all departmental lecturers compile the results of their students as at when required	1388	2.02	.886	Ineffective
5	ensuring all non-academic programmes are well managed within the time slated	1404	2.04	.892	Ineffective
6	avoiding undue postponement of programmed schedules because of improper time planning	1380	2.01	1.114	Ineffective
Overall mean on management of overtime = 2.09					

Note: Effective ($\bar{X} \geq 2.50$)

Ineffective ($\bar{X} \leq 2.49$)

The results in Table 5 showed that the Heads of Department were ineffective in ensuring that every meeting agenda was discussed within the time allotted, ensuring all lecturers keep to their lecturer time, ensuring that all departmental lecturers compiled the results of their students as at when required, ensuring that all non-academic programmes were well managed within the time slated and avoiding undue postponement of programmed schedules because of improper time planning with a mean score range of 2.01 to 2.31. The results in Table 6 further showed that the overall mean score on items 1 to 6 bordering on management of time was 2.09. This showed that the Heads of Department were ineffective in the management of time in the Colleges of Education in Edo and Delta States.

4. DISCUSSIONS

The result showed that the Heads of Departments were effective in the management of academic programme in the Colleges of Education in Edo and Delta States. The result agreed with that of Nzoka and Orodho (2014) who found that analyzed the strategies school managers apply to improve academic programme of students in schools under free day secondary school education in Embu District, Embu County, Kenya. The result is in line with that of Seniwoliba, Mahama and Abilla (2017) who found the school heads of departments were ineffective in the management of school records and facilities as several records were managed manually through filing of hard copies in folders and keeping of records in metal cabinets.

The result showed that Heads of Department were ineffective in the management of finances in the Colleges of Education in Edo and Delta States. The result disagreed with that of Chemutai (2015) who found the principals were ineffective in managing external relations with members of the school community. The result also disagreed with that of Alimi, Alabi and Ehinola (2011) who found that the Heads of Departments and principals of public secondary schools had low level of effectiveness in pedagogical and community relation skills, but high effectiveness in administrative duties

The result showed that the Heads of Department were ineffective in the management of facilities in the Colleges of Education in Edo and Delta States. The result is in line with that of Shahmandi, Silong, Ismail, Samah and Othman (2011) who found that administrators (Deans and Heads of Departments) were ineffective in the management of external relations. The result disagreed with that of Ogundele, Sambo and Bwoi (2015) found that level of administrative effectiveness was high among school principals on external relations.

The result showed that the Heads of Departments were effective in the management of external relations in the Colleges of Education in Edo and Delta States. The result agreed with that of Aniefiok and Uduak (2017) who found that academic Heads of Department in universities in Cross River State were ineffective in management of time. The result further agreed with that of Al-Zoubi (2016) who found that the Heads of Departments (HODs) and the school principals' were in effective in time management.

5. CONCLUSION

From the findings, it was concluded that the heads of department were effective in the management of academic programmes and external relations but ineffective in the management of finances, facilities and time in the Colleges of Education in Edo and Delta States respectively.

6. RECOMMENDATIONS

Arising from the findings, the following recommendations were made:

1. College administrators should set up a financial regulatory team that would help assist Heads of Department to reconcile all books of account on income and expenditure of the department at the end of specific periods of every semester or session. This would further help in

promoting prudent spending, appropriate financial planning and budgeting on every income received.

2. Technical resource maintenance unit with skilled technical experts should be established by the government in colleges of education to ensure all technical and mechanical gadgets used in various departments and schools in the colleges are properly maintained while the damaged or obsolete facilities are duly replaced as at when due. This would help to reduce the administrative, time and money cost that are incurred in hiring the services of qualified experts that would fix technical damages to replace worn out parts and service various equipment.

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