

**ASSESSMENT OF ADMINISTRATORS' ROLE PERFORMANCE IN TERTIARY
EDUCATIONAL INSTITUTIONS IN KOGI STATE, NIGERIA**

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AUGUST, 2018

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FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA**

AUGUST, 2018

DECLARATION

I declare that the work in this dissertation entitled “Assessment of Administrators’ Role Performance in Tertiary Educational Institutions in Kogi State, Nigeria” has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another Degree or Diploma at this or any other Institution.

Rabi Ilemona JIBRIN

Date

CERTIFICATION

This dissertation entitled “ASSESSMENT OF ADMINISTRATORS’ ROLE PERFORMANCE IN TERTIARY EDUCATIONAL INSTITUTIONS IN KOGI STATE, NIGERIA” by RABI ILEMONA JIBRIN meets the regulations governing the award of the degree of Master’s of Education (M.Ed.) (Educational Administration and Planning), with the Registration Number P14EDFC8047, Department of Educational Foundations and Curriculum of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my parents; Ex.WOII Jibrin Odoma Ilemona and Ms. Hanna Teidi

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ABSTRACT

This study assessed the Administrators' Role Performance in Tertiary Educational Institutions in Kogi State, Nigeria. The study has seven objectives among which were to: Determine administrators' role performance in decision making process in tertiary educational institutions in Kogi State; assess administrators' role performance in staff development in tertiary educational institutions in Kogi State and ascertain administrators' role performance in communication in tertiary educational institutions in Kogi State. In line with the stated objectives, seven research questions were raised and seven hypotheses were formulated for study. The study adopted survey research design. The target population for the study comprised 9107 administrators, academic and non-academic staff from nine tertiary institutions in Kogi State. A total of 455 administrators, academic and non-academic staff were used as representative sample. A total of 455 copies of questionnaire were distributed to the respondents in Kogi State and 445 were duly completed and returned comprising 3 administrators, 258 academic staff and 184 non-academic staff of Tertiary Educational Institutions Kogi State. The sample size was drawn using cluster sampling technique. Data for the study were obtained through the administration of questionnaire. The bio-data respondents were analysed using frequencies and percentages. The frequency counts, means and percentages were also used to answer the research questions. All the seven hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 level of significance. Findings of the study among others revealed that there is significant difference in the responses of administrators, academic staff and non-academic staff on the administrators' role performance on decision making process in tertiary educational institutions in Kogi State ($f\text{-}Cal = 0.004 \leq 0.05$). Likewise, there is significant difference in the responses of administrators, academic and non-academic staff on the administrators' role performance on staff development in tertiary educational institutions in Kogi State ($f\text{-}Cal = 0.001 \leq 0.05$). Also, there is significant difference in the responses of administrators, academic and non-academic staff on the administrators' role performance on communication in tertiary educational institutions in Kogi State ($f\text{-}Cal = 0.013 \leq 0.05$). Administrators should involve academic and non-academic staff and in the decision making process. Administrators should adopt a good leadership style to promote free participation in decision making process.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Administrators of tertiary institutions, like all other managers in different sectors of the economy, have a set of roles to perform, if the predetermined objectives of the university should be attained. Some of these roles are: preparation and defending of departmental budgets; attracting financial supports to the department; encouraging scholarly publications and professional journal researches Idumange, (2002); management of human and material resources of the department; coaching and training of staff; and giving of academic and administrative leadership to the department (Bassey & Archibong 2007). It seems that there is need to sharpen the competence and zeal of these managers through motivation. Since the effectiveness of university managers is measured by their competence and the extent to which the goals of their exalted office are attained (Ogbodo, 2002), it becomes necessary that they should be appropriately motivated. John (1986, p.12) conceptualizes motivation to be the internal force that arouses, regulates, and sustains all the more important actions of the individual. Though intangible it determines the intensity, quality and direction of ongoing behaviour.

Need for achievement is the drive to excel, to achieve in relation to a set of standards, and to strive to succeed; while need for power is the urge to make others behave in a way that they would not have behaved otherwise. The need theory of McClelland (1985) proposes that there are three major motives (or needs) in work situations, namely: need for achievement, need for power; and need for affiliation. Also, need for affiliation is the desire for friendly and close interpersonal relationship at work environments. The day-to-day role performance of university managers towards institutional effectiveness seems influenced by McClelland's Model (1985) of needs theory. The effective university manager appears to have a high level need for achievement and moderate level need for both power and affiliation.

Higher education in Nigeria is at a crossroad where it must redefine its mission accompanied with measurement standards as to how it is going to meet the needs and obligations to citizens demanding higher education in the 21st century. According to Daft (2008) leadership is one of the most observed phenomenon on earth and one of the least understood. Leadership effectiveness appears to be a complex term without any stated definition or well proved indicator. However, there seem to be a lot of people that have tried to solve the mystery of leadership effectiveness in order to provide the world with the knowledge of how to become absolute effective in one's leadership, Great Systems (2007).

According to Bush (2007) there has been great interest in educational leadership in the early part of the 21st century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. In many parts of the world, there is recognition that tertiary institutions require effective leaders and managers if they are to provide the best possible education for their learners. In the view of Bush (2007) as the global economy gathers pace, more governments are realizing that their main assets are their people and that remaining, or becoming competitive depends increasingly on the development of a highly skilled workforce. This requires trained and committed teachers but they, in turn; need the leadership of highly effective Vice Chancellors, Rectors, Principals and the support of other senior and middle level leaders. Leadership at work in educational institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context Cole, (2002).

Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration. Due to the globalization of today, it is of great importance to be effective in more than one institution. Therefore, the term leadership effectiveness seems, to us, to be an important part of today's educational institutions. Hence,

an interesting question might be what the word effectiveness brings to leadership. Effectiveness within organizations probably normally means cutting costs and reducing time. However, we find it rather clear that this is not the purpose with leadership effectiveness. Principals, Rectors and Vice Chancellors who are regarded as effective by both staff and school board members focus on both organizational goals and staff members' needs Lunenburg & Ornstein, (1996).

In addition to this, they should be knowledgeable about theory and especially those focusing on organizational behaviour and leadership. Davis (1998) stated that two important elements of effective school leadership are; establishing a school vision and fostering positive interpersonal relationships. He also acknowledged that developing a school vision takes time and the institution heads should have the ability to determine the status of the school, identify important aspects of improvement and have a contingency plan to solve problems. They should possess technical skills needed for managerial responsibilities and the ability to reflect upon their practices in which they skillfully integrate knowledge and skills with experience Kozlowski, (1996). While education can learn from other settings, higher educational leadership and management has to be centrally concerned with the purpose or aims of education. These purposes or goals provide the crucial sense of direction to underpin school management Bush, (2007). However, school aims are strongly influenced by pressures from the external environment, and particularly from the expectations of government, often expressed through legislation or formal policy statements. Schools may be left with the residual task of interpreting external imperatives rather than determining aims on the basis of their own assessment of learner needs. The key issue here is the extent to which school managers are able to modify government policy and develop alternative approaches based on school-level values and vision. Day *et al.* (2001) as cited in Bush (2007) study of twelve 'effective' schools leads to the discussion of several dilemma in school leadership. One of these relates to management, which is linked to systems and 'paper', and leadership, which is perceived to be about the development of people. Energy runs through everything as such is a valid concept to study.

All things, animate and inanimate have energy. Shirom (2005) stated that energy at the individual level manifests itself as the degree of well-being experienced by the individual. At the collective level, energy ebbs and flows in an organization thus providing the organization with a unique character by playing a role in the organization's ability to be successful, Tosey & Llewellyn, (2002). As educational leaders, energy is the best hope for creating effective leadership for institutions that feel alive. Improving the quality of learning requires strategies which focus on change at the school and classroom levels. Educational leaders of higher institutions can no longer simply wait for instructions or decisions from government. The pace of change, and the need to be adaptable and responsive to local circumstances, requires that educational leaders develop new skills and ways of working. Bush (2007) explained that improving learning outcomes requires an approach to leadership development, which focuses on 'instructional leadership'. This means attempting to change the mind-set of leaders to regard the processes of teaching and learning as central to their role rather than simply leaving such matters to educators.

Higher education should take into account the impact of globalization, the development of information and advance communicative technologies, the rapid change in demand in employment, and the critical need for highly qualified educators who have practical experience in their discipline. As higher education continues to realize enrolment expansion, educators, state governments, and business should begin working in a partnership atmosphere, Alexander, (2000). There is no doubt that one of the keys to unlocking the aspirations and abilities of this remarkable nation lies in the area of educational leadership. There are long lists, published in numerous reports, recited at numerous conferences, contained in numerous newspaper articles, of the challenges facing the systems of education performances expected of them. It is within this context that the assessment of role performances of higher educational leaders is being assessed.

1.2 Statement of the Problem

Educational practitioners have recognized leadership and role performance as vitally important for administrators of tertiary educational institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005). The rapid growth of educational institutions and the ever-increasing enrolment require improved management. Mass education at different levels also requires new leadership approaches in order to enhance efficiency and effectiveness in the management of our tertiary institutions. Educators have been struggling over the years to find the combination of approaches that will be most effective in leading schools through these periods of turbulence and change in all sectors of our economy. Presently, tertiary education in Nigeria has seen the light of a lot of leadership misfortunes characterized by series of labour concerns (strikes by ASUU, ASUP), agitations and confrontations with student bodies over fees and accommodations. Given such high stakes as these, and given its high impact, trustworthy leadership is a critical element of success in any organization and the importance of effective educational leadership has never been greater than at present. School failure is incredibly costly in economic, social, and human terms.

According to Cottrell (2008), organizational energy is a powerful force that fuels the success of many high-achieving organizations and Einstein's formula, $E=MC^2$ can be borrowed to assess the state of leadership in our tertiary institutions. There is also increasing recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners. While the need for effective leaders is widely acknowledged, there is much less certainty about which leadership behaviours are most likely to produce favourable outcomes. Leadership is mostly about effectiveness, but also about efficiency. Many leaders believe that if an organization is efficient, it will become effective. This is often based on the common belief that if you do the right thing, you can work on doing it right. This leads to the question if one's definition of leadership effectiveness could

come to a conclusion of how to become effective, and in that case what would the effectiveness result in? As this term of leadership effectiveness does not state what it is, or what would come out of it, why would people strive to become effective?

The quality of education offered by higher educational institutions in Nigeria in recent times has deteriorated substantially, Mohammed & Gbenu, (2007). In line with the above observation, this study sought to determine the nature of influence exerted on university effectiveness by the achievement motivation level of university managers at the departmental level in selected tertiary institutions in Kogi State, Nigeria.

An administrator's role performance of tertiary educational institution in Kogi state for any job is one of the most crucial factors which can determine the administrator's success on the job. Administrative leaders at the tertiary level are strategic to the accomplishment of the tertiary educational institutions' goal, and the necessity for adequate preparation for them cannot be over-emphasized. This is particularly so because the administrators of institution are expected to carry out diverse duties which require skills and adjustment. Wescott (2000) observed that individuals assuming the position of tertiary administrator, experience abrupt changes in their work life, adding to the strains and stresses of institution life. Administrative leaders are responsible for the effective management of the institution, but also accountable to the management of the institution. The headship position according to Bowman (2002) requires leadership capabilities which include: effective communication skills, problem-solving skills, conflict-resolution skills, cultural management skills, coaching skills and transition management skills.

Given the demands of the position of administrators of tertiary educational institution, and the crucial managerial role they play, Peters (1994) noted that it is curious that little attention is paid to the manner in which they are chosen and trained, as new administrators are picked from within the academic staff ranks on the basis of factors that have no direct bearing on managerial skills. This view rightly captures the situation prevalent in Kogi tertiary educational system.

However, investigation has revealed that the tertiary institutions in the state are performing sub-optimally and their poor performance indeed threatens the development of tertiary education in the state both at the federal and organized private sectors. This is due to poor involvement of staff in decision making process that has eluded this sector in the state. Another problem is inadequate support for staff development such as workshop, conference, in-service training and continuing education. There is also inadequate communication between the administrators and the staff in the institutions. Lack of maintenance of discipline, facilities and mismanagement of funds has devalued the progress of the institutions in Kogi state. As noted by Nwabueze (1995), the issues and problems in tertiary sector border on instructional autonomy, payment of salaries, academic allowances and general fringe benefits, government funding of tertiary institutions, students discipline, provision of quality and sufficient academic staff and the adequacy of teaching and experimental facilities. Obviously, this must raise a lot of questions in the minds of analysts as to what extent could the administrators role performance contribute to enhancing the management of tertiary educational institution.

Based on the aforementioned problems existing in tertiary institutions of which Kogi state is not an exception, the researcher is therefore prompted to carry out a research to investigate the administrators' role performance in tertiary educational institutions in Kogi state, in order to debunk or affirm previous findings.

1.3 Objectives to the Study

The study was set to achieve the following objectives:

1. Determine administrators' role performance on decision making process in tertiary educational institutions in Kogi State;
2. assess administrators' role performance on staff development in tertiary educational institutions in Kogi State;
3. ascertain administrators' role performance on communication in tertiary educational institutions in Kogi State;

4. examine administrators' role performance on maintenance of discipline in tertiary educational institutions in Kogi State;
5. find out administrators' role performance on maintenance of facilities in tertiary educational institutions in Kogi State;
6. assess administrators' role performance on maintenance of funds in tertiary educational institutions in Kogi State; and
7. ascertain administrators' role performance on interpersonal relationships in tertiary educational institutions in Kogi State.

1.4 Research Questions

The following are the research questions of the study:

1. Do administrators perform roles on decision making process in tertiary educational institutions in Kogi State?
2. How do administrators perform roles on staff development in tertiary educational institutions in Kogi State?
3. Do administrators perform roles on communication in tertiary educational institutions in Kogi State?
4. How do administrators perform roles on maintenance of discipline in tertiary educational institutions in Kogi State?
5. Do administrators perform roles on maintenance of facilities in tertiary educational institutions in Kogi State?
6. Do administrators perform roles on maintenance of funds in tertiary educational institutions in Kogi State?
7. How do administrators perform role on interpersonal relationships in tertiary educational institutions in Kogi State?

1.5 Hypotheses

The following hypotheses were formulated for the following study:

Ho₁. There is no significant difference in the responses of Administrators (Vice Chancellor, Provost and Rector), Academic staff and Non-Academic Staff on the Administrators' Role Performance in Tertiary Institutions on decision making process in Kogi State.

Ho₂. There is no significant difference in the responses of Administrators, Academic staff and Non-Academic Staff on the Administrators' Role Performance in Tertiary Educational Institutions on staff development in Kogi State.

Ho₃. There is no significant difference in the responses of Administrators, Academic staff and Non-Academic Staff on the Administrators' Role Performance in Tertiary Educational Institutions on communication in Kogi State.

Ho₄. There is no significant difference in the responses of Administrators, Academic staff and Non-Academic Staff on the Administrators' Role Performance in Tertiary Educational Institutions on the maintenance of discipline in Kogi State.

Ho₅. There is no significant difference in the responses of Administrators, Academic staff and Non-Academic Staff on the Administrators' Role Performance in Tertiary Educational Institutions on the maintenance of facilities in Kogi State.

Ho₆. There is no significant difference in the responses of Administrators, Academic staff and Non-Academic Staff on the Administrators' Role Performance in Tertiary Educational Institutions on the maintenance of funds in Kogi State.

Ho₇. There is no significant difference in the responses of Administrators, Academic staff and Non-Academic Staff on the Administrators' Role Performance in Tertiary Educational Institutions on interpersonal relationships in Kogi State.

1.6 Basic Assumptions

This research was based on the following basic assumptions:

1. It is assumed that administrators of Tertiary Institutions perform their Roles well in decision making process then there will be smooth running of their organisation.
2. It is assumed that administrators of Tertiary Institutions perform their Roles well in staff development then there will be smooth running of their organisation.
3. It is assumed that administrators of Tertiary Institutions perform their Roles well in communication then there will be smooth running of their organisation.
4. It is assumed that administrators of Tertiary Institutions perform their Roles well in the maintenance of discipline then there will be smooth running of their organisation.
5. It is assumed that administrators of Tertiary Institutions perform their Roles well in the maintenance of facilities then there will be smooth running of their organisation.
6. It is assumed that administrators of Tertiary Institutions perform their Roles well in the maintenance of funds then there will be smooth running of the organisation.
7. It is assumed that administrators of Tertiary Institutions perform their Roles well in interpersonal relationships then there will be smooth running of organisation.

1.6 Significance of the Study

This study was a pioneer attempt to study the administrators' role performance in tertiary educational institutions and their contribution towards the success of tertiary administration in Kogi state. Any pioneer effort has its place in the world of knowledge. As this focuses on Kogi state tertiary educational institutions administrators, it may be of value for further research in other states in Nigeria as the organizational and administrative structure of the schools are similar.

The administrators form a strong link between the academic staff and non-academic staff. Both look forward to the administrators for information from either side. The contribution of non-academic staff towards success in tertiary institutions administration was essential.

The study was significant to the vice chancellors, staff, educational planners, administrators and policy makers on some measures that should be taken to improve the quality and quantity of the roles performance of tertiary educational institutions administrators. Such measures would help in solving some of the administrative problems in schools. Therefore, the study will prevent role conflict between administrations and staff in schools.

1.7 Scope of the Study

This study covered all the tertiary institutions in Kogi State. The study also used the data collected within the institutions. The tertiary institutions were randomly selected based on their senatorial zones for sample size. It was not the intention of this study to unrealistically merit or demerit any administrators of tertiary educational institutions or any person that is a subject in the study. It was also specifically to identify the main administrators' role performance in tertiary educational institution in Kogi state with a view to improving them. In an attempt to provide answers to the research questions, the opinions of administrators, academic staff and non-academic staff in the tertiary level of education were sited using the questionnaire method. Therefore, the study was restricted to the assessment of administrators' role performance in tertiary educational institutions in Kogi State, Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews related literature to the research work by a number of authors.

The review will be done based on the following sub-headings:

2.2 Conceptual Framework

2.2.1 Concept of Assessment

2.2.2 Concept of Administrators

2.2.3 Concept of Performance

2.2.4 Concept of Role Performance

2.3 Role of Administrators of Organization on Decision Making process

2.4 Role of Administrators of Organization on Staff Development

2.5 Role of Administrators of Organization on Communication

2.6 Role of Administrators of Organization on Maintenance of Discipline

2.7 Role of Administrators of Organization on Maintenance of Facilities

2.8 Role of Administrators of Organization on Maintenance of Funds

2.9 Role of Administrators of Organization on Interpersonal Relationship

2.10 Empirical Studies

2.11 Summary

2.2 Conceptual Framework

The conceptual framework of this study is expanded under the following headings such; Assessment, Performance, Role Performance, Management, Decision-Making Process, Staff Development, Communication, Discipline, Facilities, Funds and Interpersonal Relationship.

2.2.1 Concept of Assessment

Meaning of assessment is driven by questions it seeks to answer about directed human behavior, choosing between what students should know, what the institution contributes to student growth, alternatives requires the assessment or the evaluation respectively how learning can be improved. Assessments should include inputs and environment of the different possible behaviors. A rational choice can only be (i.e where students start from), as well as students, experiences through the made when there is at least some factually based appraisal of process of schooling and educational outputs, where they end up each alternative's consequences. An assessment of experience should always be the basis for rational decision to keep the risks of unwanted consequences as low as possible.

According to Barbara (2004) sees assessment as “the systematic collection information about student learning, using the time, knowledge, expertise and resources available, in order to inform decision about how to improve learning. Assessment is a kind of action research to inform local practice. A process of seeking the best available indicators to see if goals are being met includes field –specific and professional judgments about learning outcome which are used to inform departmental and institutional decisions. Assessment means basing decisions about curriculum, pedagogy, staffing advising and student support upon the best possible data about students' learning and the factors that affect it.

Assessment can span from the classroom to program and institutional levels, from class project evaluations to alignment of the evaluation to departmental learning goals. According to Catherine & Tudy (1999) defined assessment as the systematic collection, review and use of information about educational programs undertaken for the purpose of

improving student learning and development. Assessment commonly refers to student outcomes assessment, but with an emphasis on “actual outcomes” rather than “intended outcomes, as described in statements of expectations.” Also, according to Philadelphia (2005) sees it as part of an overall “planning-assessment cycle”: “defining institutional and unit level goals; implementing strategies to achieve those goals; assessing achievement of those goals; and using the results of the assessments to improve programs and services and inform planning and resource allocation decisions”.

The purpose of assessment is to engage a campus community collectively in a systematic and continuing process to create shared learning goals and to enhance learning”. According to Patricia (2008) sees assessment of student learning: the “process by which we ascertain through data collection. For example if students have learned the skills, content, and habits of mind that will make them successful; if students are not learning, we decide on changes in the curriculum or teaching strategy to improve learning.” Outcomes assessment is distinguished from individual student or classroom assessment and described as the process of examining the achievement of groups of students to see what that tells us about how to enrich our teaching, enable students to learn more and improve the curriculum.

Assessment is the term generically used to describe quizzes, test, surveys and exams. As a general category itself, assessment is any systematic method of obtaining evidence from posing questions to draw inferences about the knowledge, attitudes and other characteristics of people for a specific purpose. There are different uses of assessments: diagnostic, formative, needs, reaction, summative. Assessment was associated with a new term in 1997, institutional effectiveness and related to questions about positive change improvement in institution or quality improvement.

2.2.2 Concept of Administrators

Administrators deal with mundane tasks such as location of roles, tasks and resources needed to achieve organization goals, in addition to the co-ordination of the allocation activities and processes monitoring the everyday operation of the organization. Effective

leadership is required during periods of turbulence (Squire, 2001). Lamb and McKee (2004) observe that when people are at peace, happy and satisfied, there is hardly any need for administrators. However when the human condition and the situation urges someone to step forward and initiate change, develop strategies that are necessary to bring about changes other qualities are needed to achieve the desired condition. Administrators become good leaders because of the traits that they possess such as intelligence, appearance, and language ability. Bolman, Crow, Goldring, Slater and Thurston (2000) define administrator who has the ability to influence the opinions, attributes and behavior of others.

2.2.3 Concept of Performance

Organizations need highly performing administrators in order to meet their goals, to deliver the products and services they specialized in, and finally to achieve competitive advantage. Performance is also important for the administrator. Accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and pride. Low performance and not achieving the goals might be experienced as dissatisfying or even as a personal failure. Moreover, performance if it is recognized by other within the organization is often rewarded by financial and other benefits.

According to Stefan (2011) sees performance as the result of activities of an organization over a given period of time. It is the process of quantifying the efficiency and effectiveness of past action. It is also the process of measuring how well organizations are managed against their targets and the value they generate for their stakeholders.

Performance has been defined as the management instruments used to define responsibilities and expectations between parties to achieve mutual agreed results. Additionally, performance is described as agreements between government and a public agency which establishes general goals for the agency, sets targets for measuring performance and provides incentives for achieving those targets.

According to Okunola (1990) performance may be described as “an act of accomplishing or executing a given task”. It could also be described as the ability to combine

skillfully the right behaviour towards the achievement of organizational goals and objectives (Olaniyan, 1999).

According to Beirut, (2003) Performance is referred to as being about doing the work, as well as being about the results achieved. It can be defined as the outcomes of work because they provide the strongest linkage to the strategic goals of an organization, customer satisfaction and economic contributions. Jain, Apple & Also, according to Ellis (2015) defines Performance is an act or process of carrying out actions and activities to accomplish an intended outcome.

Performance is a process that provides feedback, accountability and documentation for performance outcomes. It helps employees to channel their talents toward organizational goals. Performance assists administrations know who are top and low performers and identifies organizational core strengths and areas of weakness of the employees.

2.2.4 Concept of Role Performance

Role performance was evaluated in terms of the proficiency with which an individual carried out the tasks that were specified in his or her job description from this perspective, a “well-specified job” was one in which all of the behaviors that contributed to organizational goal attainment were captured in an individual’s job description (Murphy and Jackson, 1999). Effectiveness could then be evaluated as outcomes of achieved by carrying out the specified behaviours of the job (compbell, Mcchoy, Opper and Sager, 1993). There are aspects of the performance domain such as job specific task proficiency, non-job specific task proficiency, written and oral communication proficiency, demonstrating effort, maintaining personal discipline, facilitating peer and team performance, supervision and leadership, management and administration solving problems creatively, dealing with uncertain work situations, learning tasks, technologies and procedures, demonstrating interpersonal adaptability, demonstrating cultural adaptability and demonstrating physical adaptability proactivity in which role is performed.

Administrators of tertiary education are individuals whose performance for any job is one of the most crucial factors which can determine the person's success on the job. They are academic and administrative leaders at the institutional level as the strategic to the accomplishment of the tertiary educational institutions' goal and the necessity for adequate performance for them cannot be over-emphasized. This is particularly so because the heads of tertiary educational institutions are expected to carry out diverse duties which require skills and adjustment. According to Westcott (2000) observed that individuals assuming the position of tertiary educational heads, experience abrupt changes in their work life, adding to the strains and stresses of academic life. In other words, the individuals transform from just being an academic staff to being an academic staff and administrative leader, responsible for the effective management and accountable to the management of the institutions. This transition or role change is not always easy. The leadership position according to Bowman (2002) requires leadership capabilities which include effective communication skills, problem solving skills, conflict resolution skills, cultural management skills, coaching skills and transition management skills.

Role performance is certain behaviors of employees, which are not part of their formal job requirements as they cannot be prescribed or required. In advance for a given job but they help in the smooth functioning of the organization as a social system. Some of the role performances are helping coworkers with a job related problem; accepting orders without fuss, tolerating temporary impositions without complaint; maintaining cleanliness and physical hygiene of the work place; promoting a work climate that is tolerable and minimizes the distractions created by interpersonal organizational resources.

However the meaning of performance is as follows,

1. The act of performing or the state of being performed.
2. The act or style of performing a work or role before an audience.
3. The way in which someone or something functions.
4. A presentation, especially a theatrical one, before an audience.

5. Something performed; an accomplishment.
6. Linguistics one's actual use of language in actual situations.

Armstrong and Baron (1998) defined role performance as a “strategic and integrated approach to increase the effectiveness of organizations by improving the performance of the staff who work in them and by developing the capabilities of the teams and individual contributors”. It may be possible to get all employees to reconcile personal goals with organizational goals and increase productivity and profitability of an organization using this process. It can be applied by organizations or a single department or section inside an organization, as well as an individual person. It is also the term used to refer to activities, tools, processes, and programs that organization create to manage the performance of individual staff, teams, departments and other organizational units within their organizational influence. At the workplace, role performance is implemented by staff with supervisory roles. Normally, the goal of managing performance is to allow individual staff to find out how well they had performed relative to performance targets during a specific performance period from their supervisors and managers.

2.3 Role of Administrators of Organization on Decision Making Process

According to Koonth, (1994) defines decision making as the selection of a course of action from among alternatives; it is the core of planning. A plan cannot be said to exist unless a decision - a commitment or resources, direction, or reputations- has been made. He further points out that managers sometimes see decision-making as their central job. This is because they must constantly choose what is to be done, who is to do it, when, where and occasionally even how it will be done.

Therefore, in doing these, alternatives have to be developed and the first step of decision making is the development for alternatives. It is rare for alternatives to be lacking for any course of action. Indeed, perhaps a sound adage for the manager is that if there seems to be only one way of doing a thing, that way is probably wrong. That means the manager has not forced himself to consider other ways, to open his eyes and develop alternatives. Unless

he does so, he cannot know if his decisions is the best possible. Also decision-making is part of every one's daily living. Planning occurs in managing or in personal life whenever choices are made in order to gain a goal in the face of such limitations as time, money and the desires of other people (Koontz, 1994).

Administrators of tertiary institutions seemed adequate for solving the problems and accepting some role in decision-making responsibilities. The success of the organizations depends on the ability of the internal teams in solving complex problems. The management decides about all the organisational work aspects and solves any identified problems. Facing the problem, heads make different decisions.

According to Janbozorgi (2006) decision making can be defined through the manner of action and movement in a special route which has been chosen among the various methods for attaining a desirable aim. Alagheband (2005) states that decision making provides a framework for the performance of the personnel, then it plays an important role in management, organizational activity and behaviour as a complex network of decision making process. Asgharpoor, (1986:21) says that decision making is the result and final of each process. In this process, available information is analyzed and the best and intended solution is obtained through their proper combination.

According to Dare, (2006) posited that decision making is a process of making choice out of many other conflicting and pressing alternatives, and that a tertiary administrators ability to make decisions on matters relating to the management of the institution. Ovwigho (2004) opined that, decision making is the process of carefully selecting a course of action from various alternative measures. Hence, decision making requires careful and conscious considerations of the possible course of action which does not negate the organizational goal and that which is an extension series of interrelated communication among stakeholders, (Ayanniyi 1999).

According to Nwachuku (2006) posited that decision making process is the selection of alternative course of action from available alternatives in order to achieve given objectives.

To him, decision making is a sequential process which culminates in a series of choice that stimulates moves or direct actions on a given problem.

In addition, Enoh, Barnaja and Onwuka (2004) viewed decision making as a process by which solution is sought to a problem through the selective elimination of alternative solution. In their opinion, alternative solutions surface when an institution administrator is faced with a problem and his ability to seek preferential alternative solution from all available alternatives to the problem is decision making.

The task of the administrators in this rate is to provide the support for all organization and its survival for the personnel, students and parents. In management literature, main tasks of the administrators include planning, organizing, directing, monitoring and control. Decision making is the basis of their tasks and its importance has been considered to the extent that some equate management with decision making. What more than the others guarantees the success of the decision is access to the information and also its comprehensiveness, validity and accuracy. As final planners and decision makers in the economical institutions, administrators are the most important users of the information who can make the institutes successful relying on the data and its correct application. It should be considered that collecting and storing the information is very important issue but what more important one is proper use of them, because the purpose of providing the data is their timely application. Otherwise, administrator faces a series of information and supervises the activities and decision making rather than affect them. Then equipping the organization with a confident and dynamic system has become a necessity of our age, improving the ability of the management to make required decision about planning, organizing and control.

According to Musaazi (1992) stated that an administrator will normally develop his decision making process based largely on the value judgments he holds with regards to the participation of others beside himself in shaping the rules and regulations of the institution to achieve desired objectives. Therefore, institution administration can be regarded as an

effective one if it has achieved the accepted objectives and goals of the organization using the resources at its disposal to achieve the desired objectives.

According to Bernard (2002) head of tertiary educational institution should know that staff are reliable instruments in implementing their administrative policies through their involvement and participation in decision making based on the increase in teachers varying dispositions, professionalism, institution increasing complexity, increased democratic ideas in institution and pursuit for job satisfaction and self-actualization since all the decisions made in institutions often deal with human beings. By implication all administrative procedures in the institution must be consistent with the underlying philosophy of the institution. These decisions must at all-time aim at achieving the set objectives and goals of the institution.

Also administrator decides the job or vocation among staff and plans a favourable work schedule. Therefore, he is to device strategies in the best method to adapt to reach a logical decision making stage. Having known the capacity of his working force, he then knows whom to call at a particular decision making level. The administrator is concerned with his strategy for dealing with conflicts that may occur as a result of differences in cultural values, role expectations or vested interest of individuals or groups.

Therefore, the administrator has the responsibility and authority to manage the institution through team effort of staff members and towards the attainment of organizational goals. This allows for freedom to choose from the network of decisions and their relevance in the institution system.

Growth, success and failure of tertiary educational institutions in Kogi state, Nigeria are results of the decisions of the administrators. In tertiary institutions, administrators are decision makers and the quality of these decisions determines the success of the institution in attaining the institutional aims. Although the strategic decisions are determinant for the organization, but the administrators should decide about the other dimensions of the organization like structure, control systems, reaction to the environmental changes and allocation of the human resources. Without decision making mechanism, organization will be

collapsed and transforms into a series of individuals who follow their own aims. Decision as a starting point, has critical importance in recognizing the organizational processes. Since decision making forms the basic essence of the management, correct and effective performance of the management totally depends on it.

2.3.1 Stages in Decision Making

According to Koontz (1994) in his contribution listed some stages in decision-making process. They are as follows:

The search for alternatives: Assuming that we know what our goals are and agree on clear planning premises the first step of decision-making is to develop alternatives. There are always alternatives to any course of action: indeed, if there seems to be only one way of doing a thing, that way is probably wrong. If we can think of only one course of action, clearly we have not thought hard enough.

The ability to develop alternatives is often as important as being able to select correctly from among them on the other hand, ingenuity, research and common sense will often unearth so many choices that all of them cannot be adequately evaluated. The manager needs help in this situation and this help as well as assistance in choosing the best alternative.

Evaluation of alternatives: Once appropriate alternatives have been found, the next step in point of ultimate decision-making although decisions must also be made in the other steps of planning in selecting goals, in choosing critical premises and even in selecting alternatives.

Selecting an alternative: When selecting among alternatives administrators can use three basic approaches such as experience, experiment and research and analysis.

2.3.2 Problems Affecting Rational Decision-Making

The problems affecting rational decision-making are;

1. **Leadership Related Factors:** To encourage staff to take part in the decision making process, the success or failure in managing the institution is highly depends upon the effort of the administrator. This is because; it is believed that, he is well equipped in exercising the right authorities and principles of leadership within the institution environment (Kumbi, 2015). Hence, leadership factor is one factor that may either encourage or discourage staff participation in institution decision making affairs. These leadership factors are behaviours of leadership and styles of leadership that should be considered by the school leaders (Northouse, 2010).

2. **Behaviours of Leadership:** Studies those have been conducted on the behaviours of leadership show there are many dimensions of leadership behaviours. Despite the fact that there could potentially be numerous leadership behaviours, Farris (1998) identified two specific kinds of leadership behaviours: task-oriented behaviours and relations-oriented behaviours. They help their employees accomplish their goals by defining roles, establishing goals and methods of evaluations, giving directions, setting time lines, and showing how the goals are achieved. They provide their employees with the necessary motivation, equipment, supplies, and technical assistance for completing the task (Northouse, 2010).

3. **Leadership Styles:** Leadership at institution level depends on a number of factors. Some of the most important factors influencing the choice of particular type of leadership style depend on the following factors: the leadership personality, the nature of the task, the type of people involved in the task, the expectation of the group, the relationship between the leader and the member of the group, the nature and culture of the organisation (MOE, 2004).

In general, as many people agreed, from these three categories of leadership styles, a democratic style of leadership is better than the other the other two styles (Kumbi, 2015). This is due to the fact that democratic leadership styles allow subordinates to participate in any decisions of the organization. Therefore, administrators have to know which style of leadership is more suitable to their institution environment. Moreover, they also need to have

necessary knowledge and skills about leadership styles more participating staff in institution decision making issues (Kumbi, 2015).

Delegation of Authorities and Responsibilities: Delegation is the process by which school administrators transfer parts of their authority to subordinates (staff) for the performance of certain tasks and responsibilities of their institutions (Kumbi, 2015). The role of the administrator is very crucial in meeting the objectives of the education in the school. However, the role of the administrator has become complex that the administrator needs to share the responsibilities with others in the institution through delegation. Delegation of responsibility to staff relieves the administrator from many pressure of work. According to Eyre and Pettinger (1999), if delegation of responsibility was not effective it could lead to work overload, delayed or inaccurate decisions, stress, mistrust, resentment, and low morale among the staff. It was also apparent that, without effective delegation by school administrators, cases of inefficiency, disharmony and a poor working environment could result (Missik, 2004).

Communication: In organization, there should be effective communication in keeping effective participation of the staff members. This can be achieved through creating good coordination and cooperation between administrators and staff members by building their moral (Cald & Brian, 2005). Therefore, to make decision there must be a good communication, cooperation, coordination between school administrators and staff. If this is so, there is trust and respect among them. Otherwise the reverse will be true, supporting this, (Cheng, 2008) point out that, unless the staff members feel secure in communication certain information and feel that what they are communicating will be taken seriously, they are like to increase their communication. So, without effective communication among administrators and staff participatory decision making is ineffective (Pashiardis, 1994).

2.4 Role of Heads of Organization on Staff development.

Every organization is expected to be committed to creating an equitable developmental and motivating working environment which values and empowers staff at all

levels. Staff development is seen by Support Council Education Services (2004) as one of the main routes of achieving this commitment. Staff development programmes are therefore aimed at professional and personal development of the three categories of staff in the school system. These are the lecturers, the administrators and the support staff. Staff development, according to Adesina (1980), connotes the ways and means by which staff performance needs are recognised and the extent to which leaders ensure that these needs are met. Likewise, Piper and Giatler (1983) cited by Health (1989), defined staff development as a systematic attempt to harmonise individuals' interests and wishes, and their carefully assessed requirements for furthering their careers with the forthcoming requirements of the organization within which they are expected to work. Staff development helps educators keep abreast of expanding knowledge base on education so they can continually refine their conceptual and craft skills (Gusky & Huberman, 1995). There is the need to ensure that the development programmes serve the expected purposes through the acquisition of the required knowledge and skills by the staff. Thus, needs analysis or assessment should precede any development programme, in line with the goals and objectives of the school system. The needs analysis techniques include, among others, checklist of staff skills and lack of them, interviewing, survey and performance appraisal.

Tertiary institutions have a mandate to educate staff and students to acquire relevant skills and knowledge for application in solving practical life problems. For this to be successfully, tertiary educational institutions in Kogi state, Nigeria need well qualified lecturers, administrators and support staff. Since no employee can remain qualified with continuous changes in societal values and expectations, some form of on-going education and training becomes a necessity. The different methods used in developing staff in institutions include induction, conferences, workshops and seminars. Others are staff meetings, visits and demonstrations, professional training and higher studies.

Bredeson (1999), staff development refers to learning opportunities that engage staffs' creative and reflective capacities to strengthen their practice. Staffs participate in a wide range of professional activities in and beyond their work.

The role of heads of tertiary institutions regularly supervises and evaluates staff. These supervisory activities provide opportunities for administrators to help staff set professional learning and improvement goals and to provide feedback on individual professional improvement plans. Again, the goal is not perfection; it's growth. Administrators can help staff identify their needs and then collaboratively plan learning opportunities to meet those needs. The challenge for administrators of tertiary educational institutions in Kogi state, Nigeria is to develop a collaborative planning process that is sensitive to individual staff needs, and that balances individual staff choices against student and school needs.

Tertiary administrators need to develop processes for the systematic collection and analysis of data on staff development in their institutions. Also, administrators can provide the expertise and resources to use data to support staffs' choices in staff development design, delivery and content. Administrators however help staff become involved as decision makers in their own learning. Because staff has traditionally been passive recipients of in-service training, the dominant staff development activity, administrators need to initiate creative and reflective dialogues among staff about the structure, process, and desired outcomes of staff learning. Bredeson (1999) indicates that these conversations are opportunities for administrators and staff to rethink, restructure, and re-culture staff development in their institution. As educational leaders in Kogi State, Nigeria administrators are responsible for creating, nurturing, and maintaining a healthy and productive learning environment in their institutions.

2.4.1 Types of Staff Development

Staff development includes formal and informal, group and individual training and education. The goals of staff development are to assist each employee to improve performance in her or his present position and to acquire personal and professional abilities

that maximize the possibility of career advancement. The types of staff development include the following;

Induction Training: is a brief, standardized indoctrination to an organisation's philosophy, purpose, policies and regulations given to each worker during her or his first two or three days of employment in order to ensure his or her identification with organisation's philosophy, goals and norms

Job Orientation: is an individualized training programme intended to acquaint a newly hired employee with job responsibilities work place, clients and co-workers

In-service Education: it is defined as a continued programme of education provided by the employing authority, with the purpose of developing the competence of personal in their functions appropriate to the position they hold, or to which they will be appointed in the service. In-service education is a planned instructional or training programme provided by an employing agency in the employing setting and designed to increase competence in a specific area.

Continuing Education: is "any extension of opportunities for reading, study and training to any administrator or staff following their completion of or withdrawal from full time school or college programs". These experiences are designed to promote the development of knowledge, skills, and attitudes for the enhancement of job growth in the organisation.

2.4.2 Conditions Affecting Accessibility of Staff to Staff-Development

This underscore the crucial role of leadership and management in maintaining morale, enhancing productivity, and helping staff at all institutional levels cope with momentous and rapid change. Those in higher education management and leadership positions find it essential that they understand shifting demographics, new technologies and the commercialization of higher education. Particularly in the developing world, higher education institutions must be poised to create the human capital necessary to keep pace with the

knowledge revolution. It is essential that a response to the challenge is integrated and holistic. In the words of Mukherjee and Singh (1994) “there must be a total comprehensive approach where academic, management, administrative and technical support staff development are viewed as a whole within a facilitating infrastructure”. There are two other key principles which should be borne in mind that staff at all levels should be encouraged to expect to embark on lifelong learning, in their discipline and in the skills needed for their workplace, their role in their institutions. The conditions affecting accessibility of staff to staff-development include the following;

Work Environment Facilities: A good working environment acts as a motivating tool to employees (Armstrong, 2006). The employees should be availed with adequate working tools and working space, conducive working conditions in the institutions. This would include office space, machinery necessary for daily operations and social amenities. The machinery should also be well maintained so as to meet performance targets.

Technology Development: Information and Communication Technology (ICT) are advances in technologies that provide a rich global resource and collaborative environment for dissemination of ICT literacy materials, interactive discussions, research information, and international exchange of ideas, which are critical for advancing meaningful educational initiatives, training a high skilled labour force, and understanding issues related to economic development. ICT highlight innovative efforts and partnerships and promote ICT literacy, and facilitate interaction between all sectors of a national economy including external spheres (Yusuf, 2006).

Staff training and development: Competent people are those who meet performance expectations (Armstrong, 2006). For people to perform certain tasks they require additional knowledge and skills in accordance to what their assigned roles dictate. Byatzes (1982), it was established that the success of performance is affected by personal qualities, experience, behavioural characteristics and motive of the performer. It is further suggested that training

should not be done in an adhoc manner. This will ensure that after training the individual will be able to apply his knowledge and skills.

Policies and Systems of Work Infrastructure: Communication on policies and systems of work (infrastructure) between main campus and campuses makes it difficult to have timely information. This involves information sharing and work organization systems and mechanisms, to make correct effective discretionary decisions in a variety of environmental contingencies to understand the available alternatives.

A worker's performance and achievement of desired targets is enhanced by organization's infrastructure that facilitates timely operations. "Soft" infrastructure includes both physical assets such as highly specialized equipment and buildings, as well as non-physical "systems" such as the body of rules and regulations governing the various systems. The infrastructure includes accessibility, technology development that is available to enable timely communication on policies that require prompt response. Job infrastructure includes work arrangements that equip employees with the proper abilities to do their jobs and provide them with means to do their jobs, motivate them to perform better.

Size of Staff: The number of staff expected to meet the target work load are too low with institutions being new. The job structure consisted of the system of work, the design of jobs, working conditions and the relationship between managers and co-workers. Well-being is achieved when account is taken in designing the work system.

2.4.3 Importance of Staff Development

Effective performance on the part of employees is essential for the success of the organisation. Such performance, to a large extent, will depend on their knowledge and skills, and confidence in originating ideas as to how best to carry out the tasks of the job. Hence, the need for staff development programmes which should aim at improving the effectiveness of individuals at work and for greater responsibilities.

The main purpose of staff development in schools therefore is to enable staff to achieve their potential as employees and to effectively contribute to the achievement of the schools' objectives. The effectiveness of staff development programmes in schools entails consideration of improvements in student learning in line with modern educational improvement efforts. Gusky and Sparks (1996) proposed a model of the relationship between staff development and improvements in student learning. The model is based on the premise that the quality of staff development is influenced by a variety of factors classified as content characteristics, process variables, and context characteristics.

Staff development's influence on students is accomplished principally through its direct effect on staff and administrator knowledge and practices. Improved knowledge and practices, as the most significant outcomes of staff development effort would lead to better job performance. With improved staff professional knowledge and classroom practices, improved student learning would be expected.

Administrator knowledge and practices are also influenced by the quality of staff development programmes available to them. Their competencies are reflected in their interactions with teachers through activities such as clinical supervision, coaching and formative evaluation (Gusky and Sparks, 1996). Administrators exhibit competencies through their leadership roles in formulating policies on the curriculum, assessment, discipline and other school activities. These activities have a powerful and direct effect on the content, process and outcome of student learning.

Support staff undertakes responsibilities in support of teaching and learning activities in schools. Their competencies are equally improved through appropriate staff development programmes. Training for support staff can be delivered through a range of media including mentoring, job shadowing individual learning, conferences and courses (National Joint Council for Local Government Services, 2004). These training activities would enable those with the right aptitude and abilities to make rapid progress in their careers and in the process, contribute significantly to improved staff and administrator job performance, and ultimately,

student learning. In order to adequately meet the aims of staff development, therefore, an employing authority and its managers would need to provide within the framework of agreed policies, a wide range of developmental opportunities for all categories of staff. Such opportunities should include well-organised in-service education and training in a climate in which staff feel that they are being adequately supported in professional and resource terms.

2.5 Role of Administrators of Organization on Communication

Communication has various definitions and acceptable meanings. It is derived from a Latin word *communis* meaning “to make common, to share, to impact, to transmit.” Basically, communication is defined as the transfer of information, feelings or message from a source to a receiver. Communication does not take place unless the receiver correctly interprets the information that is being transmitted. Before and after final decision is taken in an institution it must be communicated to all its sub-system affected by it. Communication pervades organization because most organizational processes require communication to solve problem and accomplish goals. In order to persuade, instruct, direct, request, pre-sent, inform, stimulate and develop an understanding, the school administration must communicate (Gorton, 1980).

Communication is an everyday experience which most people often claim to know something about but which in fact, is quiet a complex activity. Without communication all human experience would cease to exist, for it is a vital component of all sphere of life. School management could not take place without communication, and school organization could not exist without consideration of those for who the communication is intended.

Effective communication is the remedy to effective and efficient management performance of staff in an organization. There is need for every organization to endeavour and make effective communication an essential integral part of its management strategies and map out a strategic ways of storing information; for this will also reduce loss of essential information and it will help to minimize organizational conflict, less misunderstanding and enhance information management.

Communication is a means of bringing about change. It is the mainstream of any organization growth. There is need for interaction and understanding of management-staff relations. This will bring about increased performance of all parties involved in the communication process or chain. According to Banihashemi (2011), communication as a medium, a means to performance ends, or as constitutive, as the end in itself. Communication is a process of transmitting information from one person to another. According to Stephen (2011), communication is a critical factor in directing and mobilizing the workforce towards the accomplishment of the organizational goals or objectives. By creating understanding it enhances co-operation and promote effective performance. According to Williams (2007) smart managers understand that the end effective, straight forward communication between managers and employees is essential for success.

Communication is viewed by (Haiemann, 2011) as the imparting of ideas and making oneself understood by others. It is also the process by which information is passed between individuals or organizations by means of previously agreed symbols. It is a continuous process between the two parties involved and it occurs in many levels, such as intra-individual communication level (Keith, 2014). Information is transmitted in two ways: for example, from a sensory organ to the brain and secondly, interpersonal level is a situation in which the transmission of information is just between two individuals. Communication can also occur within or between an individual or group. Effective communication is a process by which sender of message, received feedback from receiver in intended (Peter, 2015). Effective communication starts from the sender to its decoding by the receiver. It is said to be ineffective communication when receiver of the message did not decode the intended of the sender. It is through feedback that information achieves its desired results. Berrels (2010), Effective communication takes place when the person to whom it is intended, subsequently, the receiver understand the meaning intended and reacts accordingly. Effective communication is a transaction of ideas, directory command or guide into oral or written words, or actions on the path of the communicator in such a way that the receiver gets the same message and reacts in manner envisaged by the communicator (Victor, 2011).

According to (Mckinney *et al.*, 2004) communication is essential to effective team performance and communications for any organization is like blood flow in the human body. Therefore any organization that understands the importance of communication uses it in their organizational environment. Since, it ensures coordination of factors of production and most importantly material and human elements of organization as an efficient network of change and advancement. According to Snavely (2001) as cited by Robins (2006), communication process is initiated through the following means the sender-encoding-the message-the channel- decoding-the receiver- noise and feedback. It is estimated that managers spend over 80% of their day communicating with others. Since most of the basic management process- planning, organizing, leading and controlling – cannot be performed without effective communication.

Importantly, the relevance of communication keeps advancing as the world becomes a Global village. The need to become visible to the world has made many organizations to embrace new technology that would increase organizational performance. There are also many issues affecting communication ranging from difference in sex, role of silence, inference of government and cross- cultural inference. Many of sure organization is the tertiary educational institutions in Kogi state, Nigeria as they explores the e-learning and e-training to empower its staff and students in the use of the internet in communicating policies, lectures, staff development and lot more. This would stand as a mile stone for the universities as a whole networked for effective communication and performance. Therefore it becomes important to emphasize on innovation and effective use of communication medium or channel to bring about high performance rate. Hence any breakdown in communication process or chain can have serious adverse effects on organizational performance.

Furthermore knowing fully that poor communication rank as the single most important reason that people do not advance in their career as stated by Lepsinger and Luacia (1997) it becomes necessary that Governing Council of each tertiary institutions in Kogi state, Nigeria determines the best “channel” in transmitting “messages” to their staff or

student for effective and positive feedback. Although, there are many barriers to communication; filtering, selective perception, information overload, personal bias, language and communication apprehension. Hence management must try to address these barriers for effective result.

Educational administrator permits timely feedback, allows the simultaneous communication of multiple cues like body language, facial expression and tone of voice, and uses high-variety natural language that conveys emotion. Video conferencing, phone, chat (instant messaging), email, text messaging, addressed written documents (e.g., notes, memos, letters), and unaddressed documents (e.g., bulletins, standard reports) follow face-to-face communication in media richness in a descending order. To encourage staff for desired change, administrators must address the apprehensions and issues related with them. Job insecurity should be decreased and a sense of community should be created so that staff may feel their responsibilities. The need for change and its advantages will motivate the staff to participate in change plan and execute it.

Administrators ensure that an open communication environment should be encouraged. Once members of the organization feel free to share feedback, ideas and even criticism at every level it increases performance. Heads of organization ensure communication facilitates exchange of information and opinion with the organization. Also, they make sure communication helps in improving operational efficiency and improving organization performance. It concluded that communication is a major determinant of organization performance. Administrators should develop effective communication strategies since it will facilitate passing of information both within and outside the organization thus improving performance.

Heads of tertiary educational institutions develop a relationship between operational feasibility, utility of inventory control management in the staff related issues of the organization and cost effectiveness technique are implemented to enhance the return on investment in the organization. To examine the relationship between the staff and their work

environment, to assess the extent of staff performance on productivity and to find out the extent environmental factor has enhanced to performance.

Many administrators of tertiary educational institutions have adequately addressed effective communication and performance on organization. However, they failed to address the effect of communication on attitude of lecturers to students and their work. New technology and innovations are welcomed development to the educational environment. But it is also important to address the negative effect and challenges that comes with “change”.

2.5.1 Channels of Communication

Kahn and Katz (1985) identified five flows of communication. They stated that to avoid communication gap in a school situation, it is very important to ensure that information or directives flow along these five communication channels. These channels flow of directives are vertical, downward, upward, horizontal (lateral) and diagonal flow of communication. This simply means that communication from the superior to the staff or teachers and vice versa, and among all levels and various departments or units of the organization.

Vertical Communication: This includes both downward and upward flow of communication through the chain of command, that is, between superiors and subordinates in an organization such as the school, this is a two way communication process.

Downward Communication: This is the communication that flow from individual at higher level of the hierarchy to those at lower levels in an organization. It may either be written or verbal. It is usually conceived as paralleling the school’s hierarchy of authority. The most common forms of downward communications are official memos, publications, policy statement, manuals, procedures and many others.

Upward Communication: This type of communication flow from subordinate to superior, this is necessary to provide feedback on downward communication, it does occur

where subordinates do not trust superior and fear of reprisal. This type of communication includes progress reports, suggestions, explanation and request for aid or decision.

Horizontal (Lateral) Communication: This includes all transmission of information that flows laterally within an organization. It takes place between employees on the same level, between peers with the same work group and between groups of equivalent status across departmental boundaries. It also occurs through meetings, written memos and informal inter-personal communication. Horizontal communication facilitates organizational coordination among units and problem-solving and enables organization members to form relationships with their peers.

Diagonal Communication: This refers to all transmission that cut across an organization's chain of command. It most often takes the form of interaction between line and staff. Although diagonal communication probably is the least used channel of communication in organisations, it is important in situations where members cannot communicate effectively through other channels. (Gibson *et al.*, 1984).

2.5.2 Types of Communication

There are three types of communication that surrounds individual:

1. Inter-personal communication: Is that type of communication which happens between two or more persons in a face-face situation.
2. Intra-personal communication: Is that type which happens within the individual or ourselves.
3. Mass communication: This usually involves a large number of people and other factor as well as broadcasting and telecommunication.

2.5.3 Barriers to Effective Communication

Human Relation school has been particularly concerned with barriers of non-communication especially non-rational barriers to getting messages both heard and accepted. These barriers, according to Roger (1994) include;

1. The semantic problem of words means different things to different staff depending on experience, values and beliefs or attitudes.
2. The inability of staff to accept messages conflicting with their deeply held convictions.
3. Managers assuming that colleagues have been informed of issues when in fact they have not.
4. Failure to pass on important message.
5. Delayed in processing information.

2.6 Role of Administrators of Organization on Maintenance of Discipline

The task of considering discipline in institutions is a complex one. It is complex because discipline in the institute setting is determined not only by what happens within the institute but, to a very large extent, by what occurs outside of it. School disciplinary processes that rely on sanctions will end up promoting submission and manipulation rather than the considered development of individual and group behaviour. Discipline in an educational context must transcend issues of control. Ideally, it should focus on themes of institutions, organization, curriculum, pedagogy, and respect and on how these can combine to establish and create an orderly environment in which quality teaching and learning can occur. The overall aspiration would be to stimulate the development and internalized self-discipline code, not an externally manipulated control mechanism. To achieve this, it is worth concentrating on concepts of school ethos and school partnerships.

Therefore, the implementation of an institution behaviour and Discipline Policy will not by itself solve all behavioural problems at institution. It is only one of several initiatives that institutions undertake as part of a systematic approach that embraces a broad understanding of the needs of the whole institute community.

Discipline at institution plays a vital role in the achievement of expectations and goals. It also plays a vital role in the acquisition of sense of responsibility in learners as well as educators. Educator's ability to exercise effective discipline as suggested by Dunham

(1984) is essential. Good discipline creates a good image of the school and prepares learners for the future. Disruptive behaviour amongst learners is eliminated if there is good discipline at school. The implementation of effective discipline at institution is a key for the learner in his journey to adulthood. It is believed that students' indiscipline worsened due to a number of factors including the quality of educational administration, students living conditions and poor academic performance which prominently featured in the Task Force Report (MOE, 2001). Indiscipline in institutions, and consequently, school strikes, destroy the teaching-learning environment. However, the Ministry of Education and stakeholders would like institutions to establish and sustain a peaceful atmosphere in order to ensure institution effectiveness, hence the achievement of institution objectives.

In spite of the Nigeria Government effort to ensure quality education and effective management of institutions, there are emerging challenges in the state of students' discipline (MOE, 2001; Sisungu, 2002). Discipline as a noun is defined as "readiness or ability to respect authority and observe conventional or established laws of society or any other organization" (Adesina, 1980)

Ovell (2001) noted that discipline in institutions is essential for effective learning, good lecturer relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. Reports on the problem of indiscipline and unrests in institutes have been a common feature in the media for a long time. For instance Muchemi (2001) in his article 'Students face life in prison over strikes' gave a chronological account of protests and destruction in institutions. The issue of unrests and indiscipline in institutions is of great concern and it has become a worrying trend in that it has evolved from simple protests to the destruction of property and burning of school representative. The upshot is that student disturbance is negatively affecting academic performance.

According to Lewis & Doorlay (2006) emphasize that if the educators themselves are well disciplined and understand their work as well as their learners and possible challenges,

there could be only good results in academic achievement. They further asserted that if educators are exemplary and know their work and understand the learners, then the learners will be in a good position to achieve academically. Sonn, *et l.*, (1998) stressed the fact of self-respect and respect to others. If self-respect prevails in the institute situation, learners will learn self-discipline. If there is self-discipline, there are more chances of having direction in the fulfillment of the learners' goal so positive academic achievement is possible which translates to good academic performance.

According to Williams (1982) stated that discipline involves all stakeholders, programmes as well as personality and school climate. Charlton and David (1993) assert that if there is no proper family environment social differences and learners are from disadvantaged social areas; this could lead to bad discipline and negative results academically. However, if the family background is not good, different social classes are present in the institution, institution is located in a socially disadvantaged area and there is bad influence of peer groups it will have a negative effect on discipline so academic achievement will also be negatively affected. Discipline is essential particularly during the early years in tertiary educational institutions. It is not only the key to good academic performance, which all parents, students and lecturers cherish and aspire but also a preparation for success throughout life. In fact, it has been observed that good academic qualifications without good foundation of self-discipline, the individual is useless to him/herself, family and the society. Every institution is expected to have a standard code of conduct which every student is supposed to adhere to willingly without compulsion. The institutions also need to provide the vital support services through guidance and counseling in order to instill in students a sense of responsibility and curb incidences of ugly and destabilizing student's indiscipline in institutions.

Where there is disobedience, it is expected that the necessary disciplinary measures will be taken according to the laid-down regulations in education act. School discipline is a powerful emotive subject since it is one of the main determinants of students' success in their

academic work, and it is an issue that has generated public concern (MOE, 2001). Most people equate falling academic standards in institutions to low standards of students' discipline (Griffin, 1994). It is on this basis that the role of the heads of tertiary educational institution and lecturers within the institution's administrative and instructional services becomes crucial. In this reference, students' discipline precedes quality education and with the increased violence, drug abuse and crime in the Nigerian society, stability in institutes is threatened. This is a worrying factor among most stakeholders.

Maintenance of discipline should not be left in the hands of educational administrators alone as such staff, students and parents are to collaborate with the management. The management of each institution is responsible for ensuring that a fair and effective Code of Behaviour and Discipline that includes rules, ways of encouraging and affirming student efforts, rewards, sanctions, and implementation procedures, be developed and implemented with the participation of staff, students and parents. It is the responsibility of the Head of tertiary institution to create the right climate within which individuals in the institute community can fulfill their responsibilities and to ensure that the institute's Code is administered in a manner which is consistent and fair to all. The Senior Management Team is to ensure a participatory evaluation of the impact of the institution Code.

School personnel should consider themselves responsible at all times for the behaviour of students within sight or sound of them and should respond promptly and firmly to any instances of unacceptable behaviour. It is an established fact that the quality of lecturing has a direct influence on the quality of students' behaviour and vice-versa. Lively and stimulating lecturing methods, with work well-matched to student's abilities, are those most likely to receive a positive response from students. Institute staff should, moreover, never lose sight of the fact that their own behaviour and actions influence those of the students they lecture and that they have a crucial role to play in fostering an environment that nurtures and supports good behaviour and mutual respect among all the members of the institute community-the school management team, lecturers, support staff, students, parents,

students' Council, School Council, and other persons and professionals who provide a service to the institution. While being firm and consistent, any response to disruptive behaviour should avoid threats, ambiguous statements, reprimands or punishment directed at the person rather than the action. Sarcastic remarks which invariably hurt antagonize, and win the sympathy of disgruntled fellow students must be avoided at all times. Habitual use of language and actions aimed at demotivating students and crushing their spirit may constitute emotional abuse. Humour has the potential of defusing tense situations.

Parents and a supportive home environment play a crucial role in shaping attitudes that produce good behaviour in institutions. It is therefore important that parents not only be made aware of the aims, values and the nature of expected behaviour of the institute but that they be actively encouraged to become involved in the process of the drawing up of the institute Code.

Students should apply themselves to the learning and application of such life enhancing skills as self-control, conflict management, problem-solving, decision-making, and effective intra-/inter-personal communication. They should also learn to appreciate that negative behaviour has its consequences and that good behaviour shapes the desired community environment. Students are also expected to become actively involved in class meetings, student councils, and in the development of the institute Code as well as to take up leadership roles through the system of class representatives. Students are encouraged and expected to report all forms of bullying, vandalism, and other abusive acts to a trusted member of staff.

2.6.1 Rules and Regulations Guiding the Institutional Behaviour

Adherence by institutions to the following rules and regulations guiding the institutional behavior will go a long way in ensuring success in the complex and difficult task of achieving and maintaining high standards of behaviour and discipline.

Policy: A school policy on behaviour and discipline is carefully developed by and agreed upon by all stakeholders including parents. It establishes clear and defensible principles, sets the boundaries of acceptable behaviour, provides guidelines for action, and is

firmly and consistently applied. Such a policy is made explicit to all members of the school community as well as to the parents.

Positive climate: The focus of such a policy is the development of a positive climate for the whole school. Such a climate is based on calm yet firm insistence on high standards of behaviour at all times. Within this framework, it is likely that a small and challenging number of students will make extra demands on the time and professional expertise of teachers. Such demands will be met without jeopardising the overriding principles by which the institution community abides.

Contributors to a positive climate: This positive climate is affected by all the institution's activities. Within a well-planned curriculum, there is a high quality of teaching and learning in which purposes are clear to all involved. Besides being intellectually challenged, students have opportunities for taking initiatives and for accepting responsibility for their progress. Such learning is supported by a range of activities outside the classroom which also contribute to students' personal and social development.

Incentives for Good Behaviour: Within such a policy, a range of methods are promoted that encourage and affirm students' efforts and responsibility taking as well as reward achievement. The use of merited praise outweighs that of the sanctions available. Sanctions should be reasonable and proportionate to the nature of the incident. In using them to improve students' behaviour, schools should offer teachers support and the opportunity to improve their expertise.

Leadership: The institution's leadership sets a good example, with clear aims and high expectations that are matched by constant vigilance and a willingness to provide support, to identify and meet in-service training needs, and to encourage the professional development necessary for the maintenance of high standards.

2.6.2 Factors Affecting Discipline

The following are factors affecting discipline;

Dismissals: In order for the student to be released, parents or guardians need to call for their children themselves and present their personal identity card before the official dismissal time. A senior member of staff will sign out the student and record the reason given by the parent.

Evacuation Procedure: Due to Threatening Situation In the event that the school receives a threat⁸, the school will follow police instructions according to established procedures and ensure that the work of the police is not hindered. If evacuation is necessary everyone should leave the building. Students will be evacuated to a safe location. If parents arrive at an evacuation site, an invitation may be extended to the parent to join their child, but children will not be released from the evacuation site. Students with special needs will have individual evacuation procedures designed for them. Facilitators who work with each student will be notified of the individualized evacuation plan by the school management team. Evacuation procedures should be practiced regularly according to instructions given by the Safety Teacher.

Habitual Absenteeism: Persistent absenteeism, even if covered by a medical certificate, will be reported to the Education Welfare Section of the Student Services Department. In the case of habitual absenteeism, the reason behind the absenteeism should be identified and remedied. Cases of truancy will be dealt with by the school administration.

Excused Absences of a Special Nature Overseas Travel: Absences from school for the purpose of going abroad require a temporary exemption that may be authorised by the school if the length of absence does not exceed three weeks. In case of longer duration procedures as stated in the circular are to be followed.

2.7 Role of Administrators of Organization on Maintenance of Facilities

A facilities administrator is the ultimate organizer making sure that a workplace meets the needs of staff by managing all of the required services. Administrator makes sure that an organization has the most suitable working environment for its staff, students and activities.

Facilities administrators are involved in both strategic planning and day to day operations, particularly in relation to buildings and premises. The school facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons. These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the institution.

Knezevich (1975) emphasized that the physical needs are met through provision of safe structure, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment, and sufficient shelter space for his work and play. His emotional needs are met by creating pleasant surroundings, a friendly atmosphere, and an inspiring environment. The educational system has undergone tremendous changes in the form of its philosophy, broadened goals and objectives, new approaches to service delivery and architectural design, quantum leap in institution enrolment, multiplicity of curricula programmes and extra-curricular activities, introduction of Information and Communication Technology (ICT) and expanded academic support services such as guidance services to students, lecturers and the community, integration of the institution and community. The resultant effect of all these changes is the need for creative and innovative steps in the management of institution facilities.

Fenker (2004) stated that facilities management is a process that ensures that buildings and other technical systems support the operations of an organization. The

International Facilities Management Association (2002) described facilities management as the practice of co-ordination of the physical workplace with the people and the work of the organization; it integrates the principles of organizational administration, architecture and the behavioural and engineering sciences. Institution facilities management is the application of scientific methods in the planning, organizing, decision-making, co-ordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives. This involves among other things, collective decision making in relation to selection of site for establishment of new institutions, design and construction of new school plants including grounds, renovation and modernization of old plants, provision of equipment for academic and non-academic activities, maintenance of all facilities and review of management practices and processes.

Facilities management is a collective responsibility of the federal, state, local government authorities, staff and students of the individual institutions and the community where the institution is located. The Federal Government through the Federal Ministry of Education provides the policies that guide the educational system and also oversees the implementation of these policies at the State level. On the other hand the State Government ensures the actual implementation of the National Policy on Education by providing the enabling environment for effective teaching and learning.

The school plant is a major component of the school facility. Knezevich (1975) described it as “the space interpretation of the school curriculum”. He emphasized that the curriculum finds its physical expression in construction and arrangement of the school plant, which is a controlled environment that facilitates the teaching and learning process and also protects the physical well-being of the occupants. He further stated that since teaching and learning does not take place in a vacuum, school facilities give meaning to the planned curricula and extra-curricular activities. Unruh (1974) emphasized that both teachers and students need places to search, read, write, confer, interact, view, listen, think, experiment, and record. Students need places to transact student affairs or to gather for social purposes.

Teachers need office space, conference rooms for team planning, facilities for diagnosis of student's needs, and facilities for preparing instructional presentation. New views of the teaching-learning process that move beyond memorizing of knowledge toward involvement of students in applying, analyzing, synthesizing, and evaluating knowledge stress the need for flexibility of space in the institutions.

The complexity of the learning environment requires flexibility in the design of the school plant. Modern facilities are designed for diverse academic and social activities. Some tertiary education institutions in Kogi state, Nigeria buildings are over fifty years and therefore require modern facilities for teaching and learning. Renovation and modernization of old and dilapidated buildings should be carried out to ensure that facilities for team planning areas, office space, clerical space, workrooms, professional development libraries, faculty dining area, storage space, students conference areas, guidance services area for large group instruction, spaces for instructional media, library resource centers, science facilities, arts and music studios, individual study area and physical education facilities.

Facilities and supplies are essential for the attainment of educational goals and objectives. Simpson and Anderson (1981) defined facilities as "items that last a minimum number of years or cost more than a certain amount" and supplies as items such as microscope slides, glass tubing, and cotton swabs, that are quickly consumed and that are usually less expensive than facilities items". Some facilities perform specific functions while others such as computers perform multiplicity of functions. Institution facilities are available in various forms. The facilities may be fixed or movable and they serve various purposes in the educational system. They are used in the classrooms, laboratories, offices, workshops, cafeteria, toilets, laundry, library and sports. The supplies are the accessories for operation of various facilities. Furniture are also available in the classrooms, offices, cafeteria, laboratories and workshops, outdoor, residential halls, common rooms, and those designed for the physically challenged. Information and Communication Technology (ICT) facilities also include among others soft wares on classroom management, facility management,

inventory control, maintenance management, online procurement, food services and general management. Purposes for facilities in tertiary institutions are materials designed to serve specific purposes. In the education system, there are multiplicity of facilities, which facilitate teaching and learning. They are used as follows: To illustrate concepts, provide opportunity for firsthand experience, for experimentation and demonstration, for scientific investigation and discovery, to provide diversity of thoughts, for observation and inquiry, for development of scientific attitudes and skills and to protect the individual and also provide comfort.

The indirect or teaching support facilities such as offices, cafeteria, acoustics, toilets, laundry, mowers, residential halls, common rooms, cleaning materials ground and similar items satisfy the individual's physical and emotional needs. They are used to: Increase instructional effectiveness, improve the cleanness, orderliness and safety of facilities, reduce the operational cost and life cycle cost of a building, extend the useful life of a building, increase efficiency and effectiveness of the staff and students, improve building appearance, use data collection and analyses for decision making. The responsibility of management of facilities requires collective efforts. Management processes, which involve planning, organizing, decision making, leading, coordinating and controlling are applied in facilities management. Broadened educational goals and objectives as a result of changes in socio-economic development have necessitated the involvement of several minds in the facilities management process. It requires expert input from a wide range of stakeholders. Collaborative efforts bring into facilities management new ideas and perspectives. Over the years, school administrators have emphasized that physical facilities available for academic and non-academic activities are grossly inadequate. This issue is very sensitive and demanding because it bears direct relevance to the funding of education and most importantly to the quality of outputs of the educational system. Available facilities in most institutions may well be regarded as obsolete in terms of quality and quantity. These facilities were provided when the student population in the institution was reasonably low when compared to the population of the same institution presently using the same facilities.

With quantum leap in school enrolment, increasing number of academic programmes and limited resources, administrator ensures flexibility must be an integral part of the planning process. Facilities should be established such that they will serve new functions in future. In facilities planning, Caudill, (1954), emphasized that, “more specific terms like expansible space that can allow for ordered growth, convertible space that can be economically adopted to programme changes, versatile that serves many functional and malleable spaces that can be changed at once and it will be used”. For these to be achieved Regnier (1980), “advocates team efforts of facilities planners and capital budget analysts, administrators, academic staff, fiscal and institutional research personnel”. According to the Planning Guide for Maintaining Institution Facilities effective institution facility maintenance plan can: Contribute to an organization’s instructional effectiveness and financial well-being; improve the cleanliness, orderliness, and safety of an educational organization’s facilities; reduce the operational costs and life cycle cost of a building ;help staff deal with limited resources by identifying facilities priorities proactively rather than reactively; extend the useful life of buildings and increase energy efficiency and help the environment.

2.7.1 Types of Maintenance Facilities

Facility maintenance entails providing clean and safe environment for teaching and learning. It also involves provision of adequate facilities for teaching and learning. These types of maintenance should be adopted in the facility maintenance plan. They are;

Preventive maintenance -This is a type of maintenance carried out on school facilities to avoid breakdown and ensure optimal performance of the facility. Preventive maintenance saves cost and time. It is usually an integral part of the management practice in societies where maintenance culture is well established. Decisions on preventive maintenance are collectively made and implemented.

Routine maintenance-This is carried out periodically as scheduled by the school administrators. Facilities may be serviced monthly, quarterly or even annually depending on the agreed schedule. Manufacturers guide provide information on the nature and maintenance

intervals. School administrators comply with these guides to avoid breakdown of the facilities.

Emergency Repairs-This is very common in the management of school facilities in societies where maintenance culture is not well established. It takes place when a facility breaks down and urgent measures or steps had to be taken to remedy the situation. In this regard, collective decision-making may not be possible because there may be limited time to bring together all the necessary individuals to make decisions. It is also expensive because due to lack of maintenance, the extent of damage may demand total replacement of the facility or high cost of repair. In some cases, the breakdown may cause injury or even death to staff and or students of the school. The resultant effect may be high insurance premium or prevent the use of the facility for teaching and learning until repair had been effected. School administrators should proactively develop and implement facilities management plan for addressing facility needs.

2.7.2 Factors Affecting Maintenance of Facilities

Most of the time classrooms or lecture halls were inadequate and as a result, lecture hall were held in converted classes or small halls that cannot contain larger number of students. Even where they exist such lecture halls were so dilapidated totally not conducive to the learning process. The situation can be worsened by the general lack of maintenance culture. Where gigantic structures such building as a result access to external loans, such buildings were left in serious disrepair in many cases, even the technology and expertise to affect maintenance were not available. The result of the structural depreciation is unparalleled in the country (Enaohwo and Eferakeya, 1989).Durosaso (1998) stated that owing to the present day inadequate provision of funds for the schools, two major factors had arisen in connected with school facilities. The first is that there were insufficiencies of funds to provide adequate facilities for the growing enrolment in the school facilities cannot be adequately maintained due to lack of funds. Hence, the example in the school is such that the facilities were in poor state owing to over-use and poor maintenance. According to Durosaro

(1998) buildings in the same school were either uncompleted or completed but very ragged and dilapidated.

According to Anderson (1971) noted that it is almost axiomatic that physical environment of a school is an important factors I for students learning. One other constraint confronting the school management is maintenance of facilities. He stated that, in the area of small facilities maintenance is necessary to retain the school artisans to handle the modern gadgets used in the schools. Owing to frequent electricity power and water shortage some of the equipment have become damaged and they need the attention of experts.

According to Many (1999) lamented that the main factors in maintenance of school facilities include inadequate infrastructure, insufficient equipment and materials poor staffing and low staff morale, corruption, poor funding, indiscipline and poor performance by staff and have been built for engineering and technology, they have not been connected to power, while expensive equipment meant for use are left at the mercy of day and night marauders where giant electricity generator have been supplied by the government or individual done for use in school they are abandoned while the school wallow, in darkness and their workshops in total neglect. Umar (sited in Sani, 1998) affirmed that, the actual problems which have involved to the fall of educational standard are the situation with regard to infrastructure in the school.

He maintained that open air lessons have become common in the tertiary institution. The situation is waging most especially during examination where students sit in a crowded condition. There are over-crowding in the hostel, classes or lecture hall, laboratory etc. He added that it is obvious that the problem is not only that the schools cannot be maintained but the inability to build more school to cater for the increasing population of he school students. According to him, a combination of rained infrastructure and over-crowding in lecture halls are sure to defect the efforts of even the most dedicated staff in his desire to ensure that meaningful learning takes place.

In the views of Enaohwo and Eferakey (1989), funds for the development have been the greatest cause of distress in most of the developing counties including Nigeria. They said that as a result, school facilities take off only on the drawing boards because of shortage of money to see them through. Fadipe (1998) noted that school facilities maintenance becomes complicated with the increase in the enrolment in the tertiary institutions. According to him, facilities provided for few students of a manageable size are being used for thousands of students today, which almost multiply the number of students been provided before. The teaching and learning programme of the tertiary institutions as a whole, and then the need of individual schools should determine the type and quality of facilities and equipment in the school should get. However, apart from the problem of the inadequate supply of equipment and facilities as observed by Nwagwu (1978) there is also the problems of how to make equipment effective and useful to the students and staff in general.

2.8 Role of Administrators of Organization on Maintenance of Funds

In Nigeria, the demand for popular education is so high because education is not only an investment in human capital, but also a pre-requisite as well as a correlated for economic development (Adeyemo, 2000), the belief that education is an engine of growth rests on the quantity and quality of education in any country. The National policy on Education (2004) explicitly states that education is a government affair in which free education is to be provided by the government at all levels when and practicable. The public sector is the major provider and financier of education in Nigeria since it took over most of the schools in the country from primary to tertiary level in the mid-70s. This was based on the assumption that it is only the government that can effectively provide education appropriates given the externalities associated with it. Since the 1980s however the dwindling resources of government has put much strain on the financing of education. Higher education relates to all forms of post-secondary education such as the Universities, Polytechnics, Colleges of Education, Mon-technics and Professional schools (Abdu, 2003). In the quest for development, developing countries have acknowledged that investment in and adequate funding of higher education are viable, conditions that facilitate change since the value of

education hinges on teaching, learning, research and the production of qualified personnel which are needed for national development (UNESCO, 2002).

Funding is the act of providing financial resources, usually in the form of money, or other values such as effort or time, to finance a need, program, and project, usually by an organisation or government. Generally, this word is used when a firm uses its internal reserves to satisfy its necessity for cash.<https://en.wikipedia.org/wiki/Funding>.

In the pre-deregulation regime, higher education funding in Nigeria was done by government or public funding alone. Oghenekohwo (2004) classified the funding of higher education into two regimes namely pre-deregulation regime and deregulation regime. High priority was accorded to funding higher education, thereby creating a wrong impression amongst Nigerians that funding of higher education is the exclusive preserve of "governments. On the other hand in the deregulation regime, which is mostly a post Structural Adjustment Programme (SAP) inevitability, things began to change. The benefits of the acquisition of any higher education programmes now went largely to the individual as a "private good" for which beneficiaries and their families should pay (Schuttz, 1961; Psacharopoulos 1984; Babalola 1995; Adedeji 2003; Okebukola 2003). In the submission of Okebukola (2003), he noted that "an additional concomitant of the 'private good' is that, grants have been changed to loans, placing major burdens on many university graduates". Educational outcomes are products of the complex interactions of the different stakeholders who participate directly in the schooling process (parents, teachers, students, administrators, ministries etc.) and other agents not directly connected to the educational system. The financing of education should be the function of all the major stakeholders. This is because government alone cannot fund higher education.

The management of financial resources in institution is crucial and it is an area of great concern to the tertiary head. Accountability has always been the watchword, which includes prudence in expending, accounting, organizing and maintaining the fiscal resources

available in the institution. It also includes generating new possible sources of income by the institution administrator.

Administrators of tertiary educational institutions ensure the maintenance of an economic framework linking growth of institution income, savings, investment and balance of payments to institution expenditure. A listing of investment projects (including possible sources) that an administrator intends to implement over a period of the programme (3-5 years). A medium-term rolling plan (3-5 years) showing forecasts of tax and non-tax revenues, estimates of additional incomes, estimates of resources from external and internal borrowings and projections of current expenditure.

Administrator involves in the budget preparation, budget implementation, budget monitoring and evaluation. Makes initial budget allocations to institution and programmes, issues budget call circular containing budget guidelines, receives and analyses annual budget submissions. Administrator ensures periodic reviews of actual expenditure and analysis of budgetary lags and variations with budgetary estimates – matching financial and physical progress and reallocation of funds where necessary. Administrator monitors cash flows and expected cash requirements; issue and redeem institution securities. He ensures Status reports and forecasts of cash requirements and availability and data on transactions relating to institution's short term and cash deposits. Recording and accounting of all institution transactions relating to revenues, expenditures, institution debt and other (e.g. fixed-asset) financial transactions. Internal audit at the institution level during the course of the fiscal year and external audit carried out by the Chief Auditor through random checks and on the final accounts for the fiscal year.

2.8.1 Sources of Funds

The major sources of revenue differ from one institution to the other. Three major sources of institutions revenues are the most emphasis that is; grant from the government(Federal/State/NUC), internally generated funds within the institution itself for example tuition fees, income from investment/commercial units) and endowments or gifts.

Most institutions receive grants from sources outside their institutions usually for specific research and development projects. These sources include Educational and Research Foundations, Government Agencies and Industrial Organisations. Responsibility for the custody and proper disbursement is vested in the bursar of the institution. The responsibility may be delegated to a senior accountant who keeps a set of books of account that are self-balancing, periodic trial balances are produced and submitted to the bursar.

2.8.2 Constraints Affecting Funds

Tertiary educational institutions are facing funds crisis which is making it difficult, if not it is impossible for the administrators to carry out the institution constitutional mandate. This problem is not due to lack of means alone, but lack of an effective method.

The State and Federal Government contribute to the cost of every student's education out of general revenue, using some of the proceeds of the excise tax and income tax. The greatest part of the cost of the institutions operations is paid from the revenue tax, largely because of the limited funds. Inequalities in student fees are constraint affecting funds in institutions. This inequality is more common in an institution where fees charged by one department are either greater or lesser in another department. The method of payment of fees has been a problem to the students. The students pay their fees prior to or on the date of registration. If fees were to be paid by installments, one third of the total fee must be paid not later than the end of each term. A student will not be allowed to remain or resume his course in the following session.

Joseph (2006), the internally generated funds by institutions are very poor and cannot in anyway, withstand the current forces pushing by the society couple with the geometric increase in population on daily basis. The fair investment expenditures on institution was as a result of relative increase in annual students' enrollment by the institutions and the rate of inflation in the economy that makes the funding of the institutions in the country stressful and cumbersome, thus, the quest for external support in order to maintain standards and academic excellence. Some institutions that are not federally owned depend largely on the owner States

for their fund needs and received parts from federal government and other miscellaneous sources like loans and incomes generated by the institutions respectively.

2.9 Role of Administrators of Organization on Interpersonal Relationship

Leadership is one of the most important human activities in any society. No institution can function effectively without a leader (Dominique 2000). All societies continuously rely on group effort. Many organized groups have become large, and the task of leadership has been increasing in importance and complexity. Leadership is a social process in which the leader seeks the voluntary participation of subordinates in an effort to achieve the organizational objectives and success (Buckmaster, 2004). Leadership also concerns the spiritual aspect of work. That is, the followers deeply believe in them and they possess a latent power in the organization. Leaders deal with mundane tasks such as location of roles, tasks and resources needed to achieve organization goals, in addition to the co-ordination of the allocation activities and processes monitoring the everyday operation of the organization. Derel (2008) argues that leadership means creating and maintaining a sense of vision culture and interpersonal relationships. Leaders become good leaders because of the traits that they possess such as intelligence, appearance, and language ability. Bolman, Crow, Goldring, Slater and Thurston (1994) define leadership as the ability to influence the opinions, attributes and behaviour of others.

In today's work-related situation, especially in an organizational system, much of human behaviours are instrumental in effecting change. In other words, the behaviour of staff is often instrumental in bringing about a desired outcome. If an outcome is reached, especially if it is a positive one, it is likely that the behaviour of the participants is enhanced. In the study of Asher (1983) the various forms of interpersonal relationships have recognized the importance of interpersonal competence in administrators peer group popularity, faculty success in teaching (Twentyman *et al.*, 1981), and stakeholder engagement (Gottman, 1979). Recent studies of social support suggest that people who are interpersonally competent are more likely to build and use networks of relationships that provide support in the face of

stressful life events (Cohen, *et al.*, 1986; Gottlieb, 1985; Hansson *et al.*, 1984; Sarason, Hacker and Basham, 1985). Similarly, chronically lonely people have been judged to be less interpersonally competent than people who are not lonely (Jones *et al.*, 1982; Spitzberg and Canary, 1985). The process of communication and forms are the basic to how interpersonal relationships develop, grow or fail (Gabarro, 1978). He argues that relationships are themselves the consequence of repeated communication and interactions among individuals. From tentative initial exchanges, people move to familiarity and from there to more significant exchanges (Burt, 2005). According to Altman and Taylor (1973: 129), "The growth of interpersonal relationships is associated with a greater depth and value of communication, an opening up of more intimate areas of exchange and more intimate areas of personality", hence, in turn, the nature of the interpersonal relationship has a significant impact on whether or not an individual communicates with another individual as well as the content and flow of the interactants' communication patterns. For example, Gabarro (1990) found that weak, acquaintance type relationships are associated with restricted disclosure of socially acceptable topics, whereas close interpersonal relationship exchanges exhibited more depth and richness of information.

Interpersonal relationship is defined as a process involving the nonstop, interrelated thoughts, feelings and behaviors of persons in a relationship or association in which they respect empathy, social skills and active participation.

According to Devito (2004) defines interpersonal relationship as communication that takes place between two persons who have established a relationship, the people are in one way or the other connected. Thus relationship can occur between couples, business associates, doctors and patients, counselors and counselees, and so on, it permeates our lives. Berschield (1999) defines interpersonal relationship as a strong, deep or close association and acquaintance between two or more people that may range from duration to enduring. This association may be based on love, inference or solidarity. The context can vary from family or kinship, friendship, work, clubs, neighborhood and places of worship. Adegoke (2011) it

means a process of understanding human relationships with emphasis on social skills, self-analysis techniques of effective communication and resolving interpersonal conflicts.

Educational administrator allows the staff, students and stakeholders to express self while the administrator only listens with apt attention and intermittently, when necessary, injects words that can elicit more responses on the discourse. As an administrator, he will in very practical ways interact with the institution. This means working together to achieve a common goal. He must be personable and friendly with the institution, seek and share information in a respectful manner in order to help create positive relationships with the institution he must build trust and share information with the institution. Administrator creates desirable image, finding out how revenue would be generated and protecting or defending staff when feeling threatened. An effective administrator should abstain from showing favouritism, make difficult, sometimes unpopular decisions, show concern for subordinates without appearing to pry and avoid administrative power.

2.9.1 Types of Interpersonal Relationship

There are different types of interpersonal relationships. Levinyer (1983) stated that there are three major types of interpersonal relationship. They are non-verbal, written and oral Interpersonal Relationships.

(i) **Non-verbal Interpersonal Relationship:** This involves communication that is void of words; such as gestures, actions, facial expressions, body language and other aspects of physical appearance. Effective communicators send, receive and interpreted non-verbal messages, the same way, they would oral or written communication.

(ii) **Written Interpersonal Relationship:** Human interpersonal relationship, especially, in an organizational setting, refers to those messages that are transmitted via writing. Advantages of written communication, E-mail, for instance, is less expensive than long distance phone calls and certainly less than travel expenses, especially when a message needs to be conveyed to a large number of people. It enables efficiency and accuracy. Written communication also allows for reflection.

(iii) **Oral communication:** An administrator would use oral communication for a variety of things, such as meetings, interviews, performance reviews, presentations trainings, soliciting and providing feedback to subordinates or when communicating progress to upper management.

2.9.2 Challenges Affecting Interpersonal Relationship

Relationships are not necessarily healthy. Unhealthy examples include abusive relationships and co-dependence. Sociologists recognize a hierarchy of forms of activity and interpersonal relations, which divides into behavior, action, social behavior, social action, social contact, social interaction and finally social relation. Therefore the challenges of relationships include:

(i) **Lack of sensitivity to Receiver:** A breakdown in relationship may result when a message is not adapted to the receiver. Recognizing the receivers' needs, status, knowledge of the subject matter and language skills, assist an individual in living a healthy relationship. If a staff is angry for instance, an effective response may be just to listen to the person's vent, for a while.

(ii) **Lack of Basic Communication Skills:** The receiver is less likely to understand the message, if the sender has trouble with choosing the precise words and arranging these words in a grammatically correct sentence.

(iii) **Emotional distractions:** If emotions interfere with the creation and transmission of a message, they can also disrupt the reception. If a staff receives a report from his administrator regarding a proposed change in work procedure and he does not particularly like the administrator, he may have problem reaching the report objectively. He may find fault by misinterpreting words for negative compressions, consequently, they may be a strain relationship. Social skills are very critical to successful functioning in life. They enable administrators and staff to know what to say, how to make good choices and how to behave in diverse situations.

2.9.3 Relevance of Interpersonal Relationship

The relevance of interpersonal relationship includes the following:

- i. Knowing and being known- seeking to understand the staff.
- ii. Making relationship – enhancing attributions for behaviors, giving the benefit of the doubt.
- iii. Accepting and respecting empathy and social skills.
- iv. Maintaining reciprocity- active participation in relationship enhancement.
- v. Continuity in minding and persisting in mindfulness.

2.10 Empirical Studies

Under this section, research works empirically done by researchers were reviewed

Archibong (2005) carried out a research titled “Preparation and Role Performance Effectiveness of Academic Heads in Tertiary Educational Institutions in Akwa-Ibom and Cross River States”. The purpose of this study is to contribute to knowledge and to determine how adequately the University administration prepared heads of departments for their role, and if their preparation related to their role performance effectiveness. It is a survey research and it adopted six research questions that guided the study and it also adopted the causal-comparative design. The population for the study comprised 160 academic Heads of Departments in the four tertiary educational institutions (three Universities and one Polytechnic). Twenty Academic Heads were randomly sampled and used in the validation of the study instruments. Utilizing a 30-item questionnaire, a sample of 101 Heads of Departments in four tertiary educational institutions in AkwaIbom and Cross River States were assessed by four academic staff per Department, while another set of questionnaire which sought information on the Head of Departments’ preparation was administered to the heads of departments. The data was analyzed using t- test and Pearson product Moment correlation. The result showed that the level of preparation of heads of departments was not significantly high; and that no significant correlation exists between their preparation and role performance effectiveness. The findings are discussed and the recommendations made

include issuance of a manual detailing the roles and responsibilities of the heads, and organization of training seminars for heads of departments.

The areas where this research is related to my research are the role performance and heads of tertiary institutions. The areas where the study differs from mine are as follows; preparation, effectiveness and academic heads in Tertiary educational institutions in Akwa-Ibom and Cross River states my study covers the assessment of role performances of heads of tertiary educational institutions in Kogi state, Nigeria. Though the study was carried out with six objectives; the present study will be carried out with eight objectives, research questions and null hypotheses.

Nkwoh (2011) carried out a research titled “the administrative roles of private secondary school principals in Aba zone of Abia State”. The purpose of this study was to investigate the administrative roles of private secondary school principals. It is a survey research and it adopted seven research questions that guided the study. Sample of six hundred and sixteen (616) respondents’ was chosen from group of teachers of schools. The six hundred and sixteen respondents were selected by stratified, random proportionate techniques across Aba education zone of Abia State. A 35- item questionnaire on principal administrative tasks performance evaluation question (PATPEQ) which was based on Likert’s 4- point scale-I lightly Effective. Moderately effective and Not Effective- was used to collect data. The result was analyzed using mean and standard deviation. The result revealed that principals were moderately effective in financial and school business administration, students’ personnel administration, staff personnel administration instruction and curriculum development and in general tasks.

The principals were effective in school-community relation and they were not effective in school plants. Based on the discussions and conclusions, the researcher made some of the following recommendations on the way forward. The selection of principal should be done based on certain criteria which are logical laid down by the state education board and made available to prospective principals. There is need for regular seminars and workshop for private secondary school principals on principal’s administrative roles, the

principals should also be sensitized on how to show concern to staff and build cohesive work groups for the delivery achievement of educational goals. This research is related to my research because he assessed the administrative roles of private secondary school principals in Aba zone of Abia State which is related to assessment of role performances. The researcher carried out a good research in the state but the area this differ from my research work is that mine covers tertiary educational institutions while his was within secondary school the area of uniqueness was study of roles. Though the study was carried out with seven objectives; the present study was carried out with eight objectives, research questions and null hypotheses. Despite that the research work contributed to the current research work, the researcher did not test any null hypothesis if not a better result would have emerged.

Omirin And Ajayi (2011) also carried out a research study titled “Role Expectations, the Actual Role Performance and Administrative Effectiveness”. The study examined actual role performance and administrative effectiveness as it affects the achievement of the university’s goals and objectives. It is a survey research used in the study. The population of the study consisted of all the public universities in the South-West Nigerian universities. Samples were taken from six universities made up of three states universities and three federal universities. The Expectant role and Actual role performance Questionnaire (EAPQ) was administered on 200 academic staff on administrative positions while the Administrative Effectiveness Questionnaire (AEQ) was used on 400 staff of both academic and administrative staff members. 600 subjects were therefore used as sample, using the stratified and random sampling techniques. T-test was used to test the 2 hypotheses generated for the study. Data were analysed at .05 level of significance. Major findings revealed that there is significance difference between role expectation and the actual role performance between the lecturers and the academic staff on administrative position and there is significant difference between the academic staff on administrative position and the administrators. It is recommended that more teaching staff be employed to handle available programmes, academic staff from senior Lecturer position be given administrative training and lecturers be

motivated through incentive and promotion to ensure effectiveness and achievement of set goals and objective to move university education forward.

The area where this research is related to my research is the role performance of the school system. The area where the study differs from mine is the role expectation. Also the study was carried out with two hypotheses; the present study will be carried out with eight objectives, research questions and null hypotheses.

Nebo *et al.*, (2015) also carried out a study research titled “The Role of Effective Communication on Organizational Performance: A Study of Nnamdi Azikiwe University, Awka”. The study examines the role of effective communication on organizational performance as it affects universities. The survey research method was adopted for the study and the study relied much on secondary and primary data. The population of this research work was drawn from the Academic and Non-academic staff of Nnamdi Azikiwe University, Awka (UNIZIK). The population is made up of 170 non-academic and 130 Academic Staff. The sample size of 166 was determined using Taro Yamane technique and stratified random sampling. Chi-square χ^2 was used to analyse the hypotheses. The findings from the study show that effective communication is the remedy to effective and efficient management performance of employees in an organization. The researcher recommends that there is need for every organization to endeavour and make effective communication an essential integral part of its management strategies and map out a strategic ways of storing information; for this will also reduce loss of essential information and it will help to minimize organizational conflict, less misunderstanding and enhance information management. This research is related to my study which covers role of heads of organization on communication. The area where the study differ from mine is the structure of the title to my sub-topic in my research. Though the study was carried out with three objectives research questions and hypotheses; the present study will be carried out with eight objectives, research questions and null hypotheses.

2.11 Summary

The literature review assessed the role performances of heads of tertiary educational institutions in Kogi State, Nigeria. This entailment was considered from the point of the institution administrator, academic, non-academic staff, students and stakeholders as a team working together to achieve the set educational objectives of the institution.

The review also discussed the roles in tertiary institutions adopted by the administrators on the management of the institutions. It therefore, revealed that the roles adopted by the heads of tertiary institutions are crucial in accomplishing the performances in the institutions. However, the empirical study was carried out to drawn relationship to the topic under study and to make comparison on the findings on the assessment of role performances of heads of tertiary educational institutions in Kogi state, Nigeria.

The researcher felt that no work of this nature was conducted in Kogi state. Thus, the research would provide the relevant data for further empirical study with purpose of general improvement of the role performances of heads of tertiary educational institution. Also the researcher observed that most of the research works of this nature were based on secondary level. Therefore, this work would encourage other researchers to focus more on tertiary educational institutions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this study was to assess the administrators' role performance in tertiary educational institutions in Kogi state, Nigeria. This chapter presents the methods and procedures adopted in the conduct of this study. The presentation was done under the following sub-headings:

- 3.2 Research Design;
- 3.3 Population of the study;
- 3.4 Sample and Sampling Technique;
- 3.5 Instrumentation;
- 3.5.1 Validity of the Instrument;
- 3.5.2 Pilot Study;
- 3.5.3 Reliability of the Instrument;
- 3.6 Procedure for Data Collection; and
- 3.7 Procedure for Data Analysis

3.2 Research Design

The research design adopted for this study was descriptive survey method. Survey method is a method characterized by the selection of random sample from a large and small population in order to obtain empirical knowledge of contemporary nature. The survey method was adopted because the research involved collecting data from many respondents.

3.3 Population of the Study

A research population is all the existing elements of the group to whom the result of the investigation could be generalized unto (Yabo, 2007:31). The population of this study involves the administrators, academic staff, and the non-academic staff all in tertiary institutions in Kogi state, Nigeria. Thus, the overall population consisted of 9 administrators

of institutions, 4249 academic staff and 4849 non-academics staff. The parent population for this study consisted of 9107 administrators, academic and non-academic staff from the nine private, state and federal tertiary institutions.

The table below shows the total population of the study;

Table 1: Population of the Study

S/N	Institutions	No. of Administrators	No. of Academic Staff	No. of Non-Academic Staff	Total
1	Kogi State University, Anyigba.	1	953	1126	2080
2	Kogi State Polytechnic, Lokoja.	1	779	1012	1792
3	Ankpa College of Education.	1	518	985	1504
4	Salem University, Lokoja.	1	273	127	401
5	Federal University, Lokoja.	1	205	86	292
6	Federal Polytechnic, Idah	1	650	500	1151
7	Federal College of Education, Okene.	1	217	232	450
8	Institute of Agriculture, Kaba.	1	426	536	963
9	School of Health, Ogbagede	1	228	245	474
	Total	9	4249	4849	9107

Source: Establishment Divisions of the various Institutions (2016)

3.4 Sample and Sampling Procedure

Since the population under was relatively high, a portion of the population called sample was chosen. The sample size was 455(5%) respondents, which comprises of (100) federal college of education respondents, (300) federal polytechnic respondents (Rector, Academic and Non-Academic staff) and (55) Salem University respondents.

This sample size was therefore chosen in line with the opinion of Nwana (2008), if the population is few hundred, a 40% or more samples will do; if many hundreds, 20% sample will do; if a few thousand a 10% sample will do; and if several thousand a 5% will do. In addition, Alamu and Olukosi (2010) suggested 20% sample size when the population is up to 1000; 10% sample size when the population is up to 5,000 and 5% when population is up to 10,000.

Purposive sampling technique was used to choose the sample size of the study. Purposive sampling permitted the researcher to choose a sample size that she filled can represent the population of her study.

The table below shows the sample of the study;

Table 2: Sample of the Study

S/N	Institution	Population	Sample
1	Federal College of Education, Okene	660	100
2	Federal Polytechnic Idah.	1151	300
3	Salem University, Lokoja.	401	55
	Total	2002	455

3.5 Instrumentation

The research instrument used for this study was the questionnaire. The questionnaire was structured for the respondents in relation to the objectives, research questions and hypotheses of the study. It was closed ended questionnaire. The questionnaire consisted of eight sections A – H.

Section A – consisted of the demographic aspect of the respondents this includes name of institution, gender and status.

Section B – H consisted of the following:

B – Respondents responses on the Administrators Role Performance in Tertiary Institutions on Decision Making Process in Kogi State.

C – Respondents responses on the Administrators Role Performance in Tertiary Institutions on Staff Development in Kogi State.

D – Respondents responses on the Administrators Role Performance in Tertiary Institutions on Communication in Kogi State.

E – Respondents responses on the Administrators Role Performance in Tertiary Institutions on Maintenance of Discipline in Kogi State.

F – Respondents responses on the Administrators Role Performance in Tertiary Institutions on Maintenance of Facilities in Kogi State.

G – Respondents responses on the Administrators Role Performance in Tertiary Institutions on Maintenance of Funds in Kogi State.

H – Respondents responses on the Administrators Role Performance in Tertiary Institutions on interpersonal Relationship in Kogi State.

Sections B-H was designed on a Likert type five points scale and this was used to score the responses from the respondents as follows:

Strongly Agree	SA	=	5 points
Agree	A	=	4 points
Undecided	U	=	3 points
Strongly Disagree	SD	=	2 points
Disagree	D	=	1 point

3.5.1 Validation of research Instrument

The essential characteristic of the research methods instruments and data to measure what was intended to be measured was known as validity. In education administration and

planning and in psychology, on whether the items are well structured in line with the hypotheses and whether they will elicit the required information.

3.5.2 Pilot Study

A pilot study was conducted by administering 30 copies of the designed questionnaire to administrators, academic staff and non-academic staff at Ahmadu Bello University Zaria, Federal College of Education, Zaria and Nuhu Bamalli Polytechnic, Zaria, of which 10 copies each were administered to the tertiary institutions, respectively as respondents. The result of the pilot test was subjected to a statistical test to determine the reliability coefficient of the instrument. The Statistical Package for the Social Science (SPSS) was used in this test. The result showed a reliability coefficient of 0.75 as against 0.05 which according to Akuezulo, (1993) is a high correlation which has made the instrument suitable for the research work.

3.5.3 Reliability of the Instrument

This is the degree of consistency that the instrument of procedure demonstrates (Abbas, 2009). To ensure the reliability of the instrument, Pearson Product Movement correlation coefficient was used during the pilot study. This would yield a reliability coefficient of 0.75 and significant level of 0.05. The instrument will therefore reliable for use. This was in line with Abbas (2009) statement that a correlation that is close to one is reliable.

3.6 Procedure for Data Collection

The researcher administered 455 copies of questionnaire to the respondents (administrators, academic staff and non-academic staff) of which 100 copies were administered to Federal College of Education, Okene, 300 copies were administered to Federal polytechnic, Idah and 55 copies were distributed to Salem University, Lokoja with the help of her research assistants. She collected letter of introduction from the Department of Education, Ahmadu Bello University, Zaria.

3.7 Method of Data Analysis

The data collected through the questionnaire would be analyzed using the Statistical Package for Social Science (SPSS). The responses obtained from the respondents were converted using descriptive and inferential statistics. In the descriptive statistics, frequency counts, mean, percentages and tabulations were done to facilitate the issues raised.

The inferential statistics of one-way analysis of variance (ANOVA) was used to test the hypothesis at 0.05 level of significance to decide either to accept or reject the null hypothesis. A one-way Analysis of Variance is useful in determining whether the groups under study differ significantly amongst themselves or not. In addition, the researcher made specific comparison in an effort to ascertain the extent to which the categories of respondents agreed or disagreed on a given item(s). Therefore, ANOVA was used to accomplish the task.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSION

4.1 Introduction

This chapter dealt with analysis and interpretation of data on the assessment of administrators' role performance in tertiary educational institutions in Kogi state.

The questionnaire which consisted of relevant items to the study was administered to the respondents. The respondents are basically the school administrators, academic staff and non-academic staff of the three sampled of tertiary institutions in Kogi state. The researcher distributed 455 questionnaires and 445 were duly completed and returned. Thus, the interpretation and analysis of the result was based on the 445 questionnaires. Thus, the analysis was presented in two phases or sections. The first section of this chapter presents the frequency and percentages of the bio-data variables which included status, gender among others. The second section presents the answer to research questions using comparative mean and responses mean. The third section presents and interprets the seven null hypotheses structured along the research objectives by means of analysis of Variance (ANOVA) to determine the presence of significant differences for all the seven hypotheses. All hypotheses were tested at 0.05 alpha level of significance. The fourth section out listed the major findings of the study and the last section discussed the findings of the study in detail.

4.2 Analysis of Demographic Information

The following tables show the frequencies and percentages of the bio-data of respondents:

Table 3: Classification of Respondents by Status

Respondents	Frequency	Percentage
Administrator	3	0.7
Academic Staff	258	58.0
Non- Academic Staff	184	41.3
Total	445	100

Table 3 indicated the classification of respondents by their status were 3, equivalent to 0.7% are administrators; with 258 equivalents to 58.0% are academic staff, while 184, equivalent to 41.3% are non-academic staff. This indicated that academic staff are more presented in the study than administrators and non-academic staff.

Table 4: Gender of the Respondents

Gender	Frequency	Percentage
Male	362	81.3
Female	83	18.7
Total	445	100

Table 4 indicated that, where 362 equivalents to 81.3% are male that responded to the questionnaire, while 83, equivalent to 18.7% are female that took part in the study. This indicates that the male respondents were more represented in the study.

4.3 Response to Research Questions

Responses of administrators, academic staff and non-academic staff on the various research questions raised in this study are presented under this section.

Research Question One: Do administrators' perform roles on decision making process in tertiary educational institutions in Kogi State?

The data collected in respect of research question one was analysed and the result of the finding was reported in the table 5;

Table 5: Opinion of Respondents on Administrators' Role performance in Tertiary Education Institutions on Decision Making process in Kogi State

S/N	ITEMS	Respondent	SA	A	U	SD	D	N	Mean	%
1	School administrators are in decision making process.	Administrators	-	3	-	-	-	3	4.0	0.7
		Academic staff	94	1461	-	-	10	250	4.256	56.2
		Non-Academic staff	79	07	-	-	6	192	4.317	43.1
2	School administrators are democratic in decision making.	Administrators	-	2	1	-	-	3	3.666	0.7
		Academic staff	11	77	42	50	69	249	2.642	55.9
		Non-Academic staff	14	95	36	31	17	193	3.300	43.4
3	School administrators are autocratic in decision making.	Administrators	-	-	-	-	3	3	1.0	0.7
		Academic staff	18	61	71	17	87	254	2.629	57.1
		Non-Academic staff	-	46	29	9	104	188	2.090	42.2
4	School administrators do not involve staff in decision making.	Administrators	-	-	-	-	3	3	1.0	0.7
		Academic staff	11	67	51	31	91	251	2.505	56.4
		Non-Academic staff	1	33	25	45	87	191	2.036	42.9
5	School Administrators involve academic staff in decision making.	Administrators	-	1	2	-	-	3	3.333	0.7
		Academic staff	17	123	37	7	63	247	3.109	55.5
		Non-Academic staff	29	112	22	13	19	195	3.610	43.8
6	Management are decisions makers	Administrators	1	2	-	-	-	3	4.333	0.7
		Academic staff	82	148	12	2	-	244	4.270	54.8
		Non-Academic staff	92	103	-	-	3	198	4.419	44.5
7	Ineffective communication affects decision making.	Administrators	1	1	-	1	-	3	3.666	0.7
		Academic staff	118	107	2	10	11	248	4.254	55.7
		Non-Academic staff	104	77	6	3	6	196	4.377	44.0
8	School Administrators are fair in decision making process.	Administrators	-	2	-	-	1	3	3.000	0.7
		Academic staff	25	102	41	23	64	255	3.003	57.3
		Non-Academic staff	33	87	15	14	38	187	3.336	42.0
9	The Involvement of staff in decision making process leads to the achievement of the Organization goals.	Administrators	3	-	-	-	-	3	5.000	0.7
		Academic staff	150	104	4	-	-	258	4.565	58.0
		Non-Academic staff	102	82	-	-	-	184	4.554	41.3
10	Decision making by the heads are unimplemented.	Administrators	-	2	1	-	-	3	3.666	0.7
		Academic staff	22	128	33	21	56	260	3.150	58.4
		Non-Academic staff	16	105	22	11	28	182	3.384	40.9
Overall Mean =									11.0	

Table 5 indicated the responses of administrators, academic staff and non-academic staff on administrators' role performance on decision making process in tertiary educational institutions in Kogi State. This table indicated that the respondents all agreed to the items raised in respect of research question one on the administrators' role performance on decision

making process in tertiary educational institutions in Kogi State. The overall response mean of 11.0 was more than the decision mean of 3.0. Also, the response mean in respect of items number 3 and 4 were less than decision mean compared to other items on the table.

Research Question Two: How do administrators perform roles on staff development in tertiary educational institutions in Kogi State?

The data collected in respect of research question two was analysed and the result of the finding was reported in the table 6;

Table 6: Opinion of Respondents on Administrators' Role Performance in Tertiary Educational Institutions on Staff Development in Kogi State

S/N	ITEMS	Respondent	SA	A	U	SD	D	N	Mean	%
1	The school administrators support professional development of academic staff.	Administrators	1	2	-	-	-	3	4.333	0.7
		Academic staff	72	135	10	7	42	266	3.706	59.8
		Non-Academic staff	50	54	46	11	15	176	3.642	39.5
2	School administrators support professional development of non-academic staff.	Administrators	1	-	2	-	-	3	3.666	0.7
		Academic staff	62	123	36	17	30	268	3.634	60.2
		Non-Academic staff	60	68	18	1	27	174	43.764	39.1
3	The management sponsor conferences, seminars, and workshops for staff development.	Administrators	1	1	-	-	1	3	3.333	0.7
		Academic staff	44	120	33	14	45	256	3.406	57.5
		Non-Academic staff	39	103	15	11	18	186	3.720	41.8
4	The school administrators encourage staff development for the academic and non-academic staff for the institution goal. Administrator	Administrators	1	1	-	-	1	3	3.333	0.7
		Academic staff	41	156	30	13	18	258	3.732	57.9
		Non-Academic staff	85	59	18	3	19	184	4.021	41.3
5	School administrators consider training and re-training of staff as their responsibilities.	Administrators	-	3	-	-	-	3	4.000	0.7
		Academic staff	59	133	19	17	17	245	3.816	55.1
		Non-Academic staff	34	122	15	14	12	197	3.771	44.3
6	Management permits staff for self-development.	Administrators	-	1	1	-	1	3	2.666	0.7
		Academic staff	29	178	16	4	53	280	3.450	62.9
		Non-Academic staff	41	87	7	2	25	162	3.722	36.4
7	School administrators allow academic and non-academic staff for in-service training.	Administrators	1	2	-	-	-	3	4.333	0.7
		Academic staff	63	179	21	-	11	274	4.032	61.6
		Non-Academic staff	55	89	11	-	13	168	4.029	37.7
8	School administrators demonstrate commitment towards professional growth.	Administrators	2	1	-	-	-	3	4.666	0.7
		Academic staff	39	129	34	17	19	238	3.638	53.5
		Non-Academic staff	36	122	35	-	11	204	3.843	45.8
9	School administrators provide funds for development.	Administrators	-	1	1	1	-	3	3.000	0.7
		Academic staff	29	151	32	28	25	265	3.494	59.6
		Non-Academic staff	21	113	21	15	7	177	3.711	39.7
10	Management grand scholarship to academic staff.	Administrators	-	2	-	-	1	3	3.000	0.7
		Academic staff	25	128	39	51	29	272	3.253	61.1
		Non-Academic staff	28	62	24	18	38	170	3.141	38.2
Overall Mean =									12.0	

Table 6 indicated the responses of administrators, academic staff and non-academic staff on administrators' role performances on staff development in tertiary educational institutions in Kogi State. This table indicated that the respondents all agreed to the items raised in respect of research question two on the administrators' role performance on staff development in tertiary educational institutions in Kogi State. The overall responses mean of

12.0 was higher than the decision mean of 3.0. Also, the response mean in respect of item number 8 was higher than decision mean compared to other items on the table.

Research Question Three: Do administrators perform role on communication in tertiary educational institutions in Kogi State?

The data collected in respect of research question three was analysed and the result of the finding was reported in the table 7;

Table 7: Opinion of Respondents on Administrators' Role Performance in Tertiary Educational Institutions on Communication in Kogi State

S/N	ITEMS	Respondent	SA	A	U	SD	D	N	Mean	%
1	Information flows from the School administrators to the subordinate.	Administrators	1	1	-	-	1	3	3.333	0.7
		Academic staff	71	161	2	8	20	262	3.973	58.9
		Non-Academic staff	60	101	5	3	11	180	4.088	40.4
2	Information flows from the subordinate to the heads.	Administrators	-	2	-	1	-	3	3.333	0.7
		Academic staff	28	153	24	24	39	268	3.399	60.2
		Non-Academic staff	26	83	19	13	33	174	3.321	39.1
3	Communication is done through staff meeting.	Administrators	1	1	-	1	-	3	3.666	0.7
		Academic staff	20	145	22	15	33	235	3.442	52.8
		Non-Academic staff	39	122	15	18	13	207	3.753	46.5
4	Communication is done through notice board.	Administrators	3	-	-	-	-	3	5.000	0.7
		Academic staff	47	186	18	7	6	264	3.988	59.3
		Non-Academic staff	61	92	15	1	9	178	4.095	40.0
5	Communication is also done through school bulletin.	Administrators	-	2	-	-	1	3	3.000	0.7
		Academic staff	33	149	48	15	16	261	3.643	58.7
		Non-Academic staff	40	90	20	13	18	181	3.668	40.7
6	Management communicates through writing of memos in the institution.	Administrators	3	-	-	-	-	3	5.000	0.7
		Academic staff	112	137	-	-	4	253	4.395	56.9
		Non-Academic staff	86	94	-	-	9	189	4.312	42.5
7	Management effective communication strengthens staff performance.	Administrators	-	3	-	-	-	3	4.000	0.7
		Academic staff	81	173	13	-	-	267	4.254	60.0
		Non-Academic staff	79	94	2	-	-	175	4.440	39.3
8	There is feedback from the school administrators to the staff.	Administrators	-	3	-	1	1	3	5.000	0.7
		Academic staff	31	123	52	42	21	269	3.375	60.4
		Non-Academic staff	33	105	23	6	6	173	3.884	38.9
9	School administrators spend most of their days communicating with others.	Administrators	1	-	-	1	1	3	2.666	0.7
		Academic staff	19	84	60	42	59	264	2.856	59.3
		Non-Academic staff	1	48	36	39	54	178	2.455	40
10	School administrators pass information verbally in the institution.	Administrators	-	-	-	1	2	3	1.333	0.7
		Academic staff	3	24	36	78	131	272	1.860	61.1
		Non-Academic staff	5	17	28	49	71	170	2.035	38.2
Overall Mean =									10.7	

Table 7 indicated the responses of administrators, academic staff and non-academic staff on administrators' role performances on communication in tertiary educational institutions in Kogi State. This table indicated that the respondents all agreed to the items

stated in respect of research question three on the administrators' role performance on communication in tertiary educational institutions in Kogi State. The overall responses mean of 10.7 was higher than the decision mean of 3.0. Also, the response mean in respect of item number 10 was less than decision mean compared to other items on the table.

Research Question Four: How do administrators perform roles on maintenance of discipline in tertiary educational institutions in Kogi State?

The data collected in respect of research question four was analysed and the result of the finding was reported in the table 8;

Table 8: Opinion of Respondents on Administrators' Role Performances in Tertiary Educational Institutions on Maintenance of Discipline in Kogi

S/N	ITEMS	Respondent	SA	A	U	SD	D	N	Mean	%
1	The school administrators enforce discipline in the institution.	Administrators	1	2	-	-	-	3	4.333	0.7
		Academic staff	57	190	18	8	-	273	4.084	61.3
		Non-Academic staff	45	113	8	3	-	169	4.183	38.0
2	Maintenance of rules and regulations by school administrator encourage discipline.	Administrators	-	3	-	-	-	3	4.000	0.7
		Academic staff	58	204	12	-	2	276	4.144	62.0
		Non-Academic staff	65	88	10	1	2	166	4.283	37.3
3	School administrators issue query to maintain discipline.	Administrators	3	-	-	-	-	3	5.000	0.7
		Academic staff	48	191	17	1	5	262	4.053	58.9
		Non-Academic staff	50	107	20	-	3	180	4.116	40.4
4	Management constitutes disciplinary committee to maintain discipline.	Administrators	1	1	-	-	1	3	3.333	0.7
		Academic staff	64	195	5	-	-	264	4.223	59.3
		Non-Academic staff	71	98	6	-	-	175	4.371	40.0
5	School administrators issue warning letters to maintain discipline.	Administrators	1	2	-	-	-	3	4.333	0.7
		Academic staff	58	194	6	5	14	277	4.000	62.2
		Non-Academic staff	50	98	5	4	8	165	4.078	37.1
6	Supervision is a means of maintaining discipline.	Administrators	-	3	-	-	-	3	4.000	0.7
		Academic staff	48	175	12	3	27	265	3.807	59.6
		Non-Academic staff	54	111	6	5	1	177	4.197	39.7
7	Dismissal is a medium of maintaining discipline.	Administrators	1	-	-	2	-	3	3.000	0.7
		Academic staff	24	120	38	44	41	267	3.157	60.0
		Non-Academic staff	15	89	15	22	34	175	3.165	39.3
8	School administrators effective communication maintain discipline	Administrators	2	1	-	-	-	3	4.666	0.7
		Academic staff	57	199	21	6	-	283	4.084	63.6
		Non-Academic staff	41	107	11	-	-	159	4.188	35.7
9	Interpersonal relationship maintains discipline.	Administrators	-	3	-	-	-	3	4.000	0.7
		Academic staff	63	174	16	11	6	270	4.025	60.7
		Non-Academic staff	23	115	11	15	8	172	3.712	38.6
10	School administration of punishment helps in maintaining discipline.	Administrators	-	2	1	-	-	3	3.666	0.7
		Academic staff	47	199	10	3	5	264	4.060	59.3
		Non-Academic staff	28	133	8	1	8	178	3.966	40
Overall Mean =									12.0	

Table 8 indicated the responses of administrators, academic staff and non-academic staff on administrators' role performance on maintenance of discipline in tertiary educational institutions in Kogi State. This table indicated that the respondents all agreed to the items

stated in respect of research question four that the administrators roles performances facilitated maintenance of discipline in tertiary educational institutions in Kogi State. The overall responses mean of 12.0 was higher than the decision mean of 3.0.

Research Question Five: Do administrators perform roles on maintenance of facilities in tertiary educational institutions in Kogi State?

The data collected in respect of research question five was analysed and the result of the finding was reported in the table 9

Table 9: Opinion of Respondents on Administrators' Role Performance in Tertiary Educational Institutions on Maintenance of Facilities in Kogi State

S/N	ITEMS	Respondent	SA	A	U	SD	D	N	Mean	%
1	There is adequate maintenance of Library facilities in the institution.	Administrators	-	2	-	-	1	3	3.000	0.7
		Academic staff	45	175	27	16	10	273	3.853	61.3
		Non-Academic staff	20	112	14	9	14	169	3.680	38.0
2	Lecture halls are periodically maintained in the institution.	Administrators	-	3	-	-	-	3	4.000	0.7
		Academic staff	37	180	7	19	25	268	3.690	60.2
		Non-Academic staff	12	104	27	18	13	174	3.482	39.1
3	Preventive maintenance is carried out on Laboratory facilities.	Administrators	-	2	1	-	-	3	3.66	0.7
		Academic staff	27	154	45	6	20	252	3.642	56.6
		Non-Academic staff	20	104	28	12	26	190	3.421	42.7
4	Sport facilities are not regularly maintained in the institution.	Administrators	-	2	-	1	-	3	3.333	0.7
		Academic staff	26	155	21	26	34	262	3.431	58.9
		Non-Academic staff	15	57	33	30	45	180	2.816	40.4
5	School administrators adopt emergency maintenance on water supply in the institution.	Administrators	-	3	-	-	-	3	4.000	0.7
		Academic staff	25	170	16	26	17	254	3.629	57.1
		Non-Academic staff	44	74	20	12	38	188	3.393	42.2
6	There is inadequate replacement maintenance on power supply in the institution.	Administrators	-	1	1	-	1	3	3.000	0.7
		Academic staff	38	106	47	28	46	265	3.233	59.6
		Non-Academic staff	24	76	22	11	44	177	3.141	39.7
7	School administrators are concerned with maintenance of health facilities in the institution.	Administrators	-	1	2	-	-	3	3.333	0.7
		Academic staff	30	136	50	19	14	249	3.642	55.9
		Non-Academic staff	23	77	42	32	19	193	3.274	43.4
8	School vehicles are periodically maintained.	Administrators	-	2	1	-	-	3	3.666	0.7
		Academic staff	19	148	28	37	22	254	3.413	57.1
		Non-Academic staff	12	92	43	24	17	188	3.308	42.2
9	Effective maintenance of environment aids teaching and learning process in the institution.	Administrators	2	1	-	-	-	3	4.666	0.7
		Academic staff	88	142	18	9	3	260	4.165	58.4
		Non-Academic staff	66	76	23	12	5	182	4.021	40.9
10	Administrators provide preventive maintenance on Information and Communication Technology (ICT) facilities.	Administrators	-	1	2	-	-	3	3.333	0.7
		Academic staff	38	185	7	6	8	244	3.979	54.8
		Non-Academic staff	33	117	19	14	15	198	3.702	44.5
Overall Mean =									10.6	

Table 9 indicated the responses of administrators, academic staff and non-academic staff on administrators' role performance on maintenance of facilities in tertiary educational institutions in Kogi State. This table indicated that the respondents all agreed to the fact that administrators' role performances strengthened maintenance of facilities in tertiary

educational institutions in Kogi State, as the overall response mean of 10.6 was higher than the decision mean of 3.0.

Research Question Six: Do administrators perform roles on maintenance of funds in tertiary educational institutions in Kogi State?

The data collected in respect of research question six was analysed and the result of the finding was reported in the table 10;

Table 10: Opinion of Respondents on Administrators Role Performance in Tertiary Educational Institutions on Maintenance of Funds in Kogi State

S/N	ITEMS	Respondent	SA	A	U	SD	D	N	Mean	%
1	Adequate funding is provided by the government/proprietor of the institution.	Administrators	-	-	1	-	2	3	1.666	0.7
		Academic staff	40	157	19	12	27	255	3.670	55.3
		Non-Academic staff	28	71	20	25	43	187	3.085	42.0
2	There are enough funds to maintain the laboratory equipment to carry out in the institution.	Administrators	-	1	1	-	1	3	2.666	0.7
		Academic staff	1	58	74	42	78	253	2.454	56.9
		Non-Academic staff	10	35	40	56	48	189	2.486	42.4
3	Sufficient funds are provided for proper maintenance of the institution's environment.	Administrators	-	-	1	1	1	3	2.000	0.7
		Academic staff	13	38	45	64	99	259	2.261	58.2
		Non-Academic staff	10	43	77	39	14	183	2.978	41.1
4	Adequate funds encouraged training and re-training of staff in the institution.	Administrators	1	2	-	-	-	3	4.333	0.7
		Academic staff	52	157	33	2	20	264	3.837	59.3
		Non-Academic staff	111	59	-	8	-	178	4.533	40
5	Adequate fund encourages the renovation of lecture halls in the institution.	Administrators	1	1	-	1	-	3	3.666	0.7
		Academic staff	29	176	18	16	25	264	3.636	59.3
		Non-Academic staff	69	85	-	12	12	178	4.050	40
6	Sufficient funds contribute to the maintenance of laws and order in the institution.	Administrators	-	3	-	-	-	3	4.000	0.7
		Academic staff	76	152	13	7	18	266	3.981	60.0
		Non-Academic staff	29	91	29	17	10	176	3.636	39.5
7	Enough funds from the government/proprietor are provided in the institution to carryout maintenance and repairs of school facilities.	Administrators	1	1	-	-	1	3	3.333	0.7
		Academic staff	33	71	40	32	89	265	2.724	60.0
		Non-Academic staff	20	37	28	51	41	177	2.683	39.7
8	Inadequate funds maintenance affects good interpersonal relationship between the school administrators and staff in the institution.	Administrators	-	3	-	-	-	3	4.000	0.7
		Academic staff	42	161	13	2	7	225	4.017	50.6
		Non-Academic staff	74	116	8	9	10	217	4.082	48.7
9	There is a need for alternative source of funding.	Administrators	2	1	-	-	-	3	4.666	0.7
		Academic staff	85	174	16	-	-	275	4.250	62.0
		Non-Academic staff	99	68	-	-	-	167	4.592	37.5
10	Institutions are facing problem of under-funding.	Administrators	1	2	-	-	-	3	4.333	0.7
		Academic staff	101	121	14	8	19	263	4.053	59.1
		Non-Academic staff	84	94	-	1	-	179	4.458	40.2
Overall Mean =									11.3	

Table 10 indicated the responses of administrators, academic staff and non-academic staff on administrators' role performance on maintenance of funds in tertiary educational institutions in Kogi State. This table indicated that the respondents all agreed to the items raised in respect of research question six that the administrators' role performance aided

maintenance of funds in tertiary educational institutions in Kogi State. The overall responses mean of 11.3 was higher than the decision mean of 3.0.

Research Question Seven: How do administrators perform roles on interpersonal relationships in tertiary educational institutions in Kogi State?

The data collected in respect of research question seven was analysed and the result of the finding was reported in the table 11;

Table 11: Opinion of Respondents on Administrators' Role Performance in Tertiary Educational Institutions on Interpersonal Relationships in Kogi State

S/N	ITEMS	Respondent	SA	A	U	SD	D	N	Mean	%
1	School administrators seek the voluntary participation of subordinates in an effort to achieve the institutional goals.	Administrators	-	3	-	-	-	3	4.000	0.7
		Academic staff	40	154	29	28	25	276	3.565	62.0
		Non-Academic staff	28	66	26	15	31	166	3.271	37.3
2	The attitude of school administrator motivates staff to perform their duties effectively in the institution.	Administrators	-	1	-	1	1	3	2.333	0.7
		Academic staff	30	146	17	36	35	264	3.378	59.6
		Non-Academic staff	62	44	26	27	19	178	3.578	40.0
3	There is free flow of interactions between the school administrator and the staff in the institution.	Administrators	-	1	2	-	-	3	3.333	0.7
		Academic staff	8	102	35	49	64	258	2.771	58.0
		Non-Academic staff	10	46	57	41	30	184	2.809	41.3
4	The growth of interpersonal relationship between school administrator and their staff is dependent on the existing channel of communication.	Administrators	1	2	-	-	-	3	4.333	0.7
		Academic staff	74	180	8	-	10	272	4.132	61.1
		Non-Academic staff	60	92	15	-	3	170	4.211	38.2
5	School Administrator exhibit empathy among the staff in the institution.	Administrators	-	1	1	-	1	3	2.666	0.7
		Academic staff	1	101	33	28	100	263	2.524	22.5
		Non-Academic staff	3	32	101	21	22	179	2.849	40.2
6	There is solidarity between the school administrator and staff in the institution.	Administrators	-	1	2	-	-	3	3.333	0.7
		Academic staff	1	114	80	36	33	264	3.053	59.3
		Non-Academic staff	1	39	79	29	30	178	2.730	40.0
7	School administrator allows staff to express themselves in the institution.	Administrators	-	-	1	-	2	3	1.666	0.7
		Academic staff	-	109	59	21	57	246	2.894	55.3
		Non-Academic staff	27	42	22	63	42	196	2.739	44.0
8	School administrator is friendly and share information with the members of staff in a respectful manner.	Administrators	-	1	1	1	-	3	3.000	0.7
		Academic staff	13	130	75	21	34	273	3.245	61.3
		Non-Academic staff	17	27	31	32	62	169	2.437	37.9
9	School administrator does not defend staff when feeling threatened in the institution.	Administrators	-	1	2	-	-	3	3.333	0.7
		Academic staff	29	45	58	63	54	249	2.726	55.9
		Non-Academic staff	13	28	39	27	86	193	2.248	43.4
10	School administrator abstains from showing favouritism to members of staff.	Administrators	1	1	-	-	1	3	3.333	0.7
		Academic staff	2	33	85	52	71	243	2.353	54.6
		Non-Academic staff	20	17	38	31	93	199	2.195	44.7
Overall Mean=									9.1	

Table 11 indicated the responses of administrators, academic staff and non-academic staff on administrators' role performance on interpersonal relationships in tertiary educational institutions in Kogi State. This table indicated that the respondents all agreed to the items stated in respect of research question seven that the administrators' role performances

strengthened interpersonal relationships in tertiary educational institutions in Kogi State. The overall responses mean of 9.1 was higher than the decision mean of 3.0.

4.4 Hypotheses Testing

This section dealt with hypotheses testing. The seven (7) hypotheses were formulated and tested using one way ANOVA at 0.05 level of significance.

Hypothesis I: There is no significant difference in the responses of Administrators (Vice Chancellor, Provost and Rector), Academic and Non-Academic Staff on the Administrators Role Performance in of Tertiary Institutions on decision making process in Kogi State.

To test the hypotheses, the scores of the groups were subjected to Analysis of Variance. Responses of all respondents were collected, analysed and presented.

Table 12: Summary of Analysis of Variance (ANOVA) on the Administrators' Role Performance in Tertiary Institutions on Decision Making Process in Kogi State.

Status	Sum of squares	DF	Mean square	F-Ratio	F-Critical	Decision
Between Groups	481.596		240.798			
		2		21.533	0.004	Rejected
Within Groups	4942.732	443	11.183			
Total	5424.328	445				

Table 12 indicates that, the f – ratio (21.533) at 0.05 level of significance is greater than the f – critical (0.004). This implies that there is significance difference in the responses of Administrators (Vice Chancellor, Provost and Rector), Academic and Non-Academic Staff on the Administrators' Role Performance in Tertiary Institutions on decision making process in Kogi State. Therefore, the null hypothesis was rejected.

Table 13: Summary of Scheffe’s Multiple Comparison Test on Administrators’ Role Performance on Decision Making Process in Tertiary Educational Institutions in Kogi State.

Respondents	N	Mean
Administrators	3	32.67
Academic Staff	258	34.53
Non-Academic Staff	184	35.81

Table 13 on Administrators’ Role Performance on Decision Making Process in Tertiary Educational Institution in Kogi State showed that the response mean of administrators was found to be closer to that of academic staff, indicating that the difference between the two respondents was not significant. On the other hand, the response mean of non-academic was greater than that of administrators and academic staff. This shows that non-academic staff differs significantly in their opinion regarding the Administrators’ Role Performance on Decision Making Process in Tertiary Educational Institution in Kogi State.

Hypothesis II: There is no significant difference in the responses of Administrators, Academic and Non-Academic Staff on the Administrators Role Performance in Tertiary Educational Institutions on staff development in Kogi State. The responses of the respondents were used in the test of this hypothesis. The analysis of variance was applied as the statistical tool.

Table 14: Summary of Analysis of Variance (ANOVA) on the Administrators' Role Performance in Tertiary Institutions on Staff development in Kogi State

Status	Sum of square	DF	Mean square	F- Ratio	F-Critical	Decision
Between Groups	961.090		480.545			
		2		13.412	0.001	Rejected
Within Groups	15837.099	443	35.831			
Total	16798.189	445				

From the table above, the f – ratio (13.412) at 0. 05 level of significance is more than the tabulated f – critical (0.001). This implies that there is significance difference in the responses of Administrators (Vice Chancellor, Provost and Rector), Academic and Non-Academic Staff on the Administrators' Role Performance in Tertiary Institutions on staff development in Kogi State. Therefore, the null hypothesis was rejected.

Table 15: Summary of Scheffe's Multiple Comparison Test on Administrators Role Performance on Staff Development in Tertiary Educational Institutions in Kogi State.

Respondents	N	Mean
Administrators	3	36.33
Academic Staff	258	36.08
Non-Academic Staff	184	37.05

Table 15 on Administrators' Role Performance on Staff Development in Tertiary Educational Institutions in Kogi State showed that the response mean of administrators was found to be closer to that of non-academic staff, indicating that the difference between the

two respondents was not significant. On the other hand, the response mean of academic staff was less than that of administrators and non-academic staff. This shows that academic staff differ significantly in their opinion regarding the Administrators Role Performance on Staff Development in Tertiary Educational Institutions in Kogi State.

Hypothesis III: There is no significant difference in the responses of Administrators, Academic staff and Non-Academic Staff on the Administrators' Role Performance in Tertiary Educational Institutions on Communication in Kogi State. The responses of the respondents were used in the test of this hypothesis. The analysis of variance was applied as the statistical tool.

Table 16: Summary of Analysis of Variance (ANOVA) on the Administrators Role Performance in Tertiary Institutions on Communication in Kogi State.

Status	Sum of square	DF	Mean square	F- Ratio	F-Critical	Decision
Between Groups	275.707		137.853			
		2		10.869	0.013	Rejected
Within Groups	5605.943	443	12.683			
Total	5881.649	445				

From the table above, the f – ratio (10.869) at 0. 05 level of significance is more than the tabulated f – critical (0.013). This implies that there is significance difference in the responses of Administrators (Vice Chancellor, Provost and Rector), Academic staff and Non-Academic Staff on the Administrators' Role Performance in Tertiary Institutions on Communication in Kogi State. Therefore, the null hypothesis was rejected.

Table 17: Summary of Scheffe's Multiple Comparison Test on Administrators' Role Performance on Communication in Tertiary Educational Institutions in Kogi State.

Respondents	N	Mean
Administrators	3	33.67
Academic Staff	258	35.42
Non-Academic Staff	184	36.48

Table 17 on Administrators' Role Performance on Communication in Tertiary Educational Institutions in Kogi State showed that the response mean of academic staff was found to be closer to that of non-academic staff, indicating that the difference between the two respondents was not significant. On the other hand, the response mean of administrators was less than that of academic staff and non-academic staff. This shows that administrators differ significantly in their opinion regarding the Administrators' Role Performance on Communication in Tertiary Educational Institutions in Kogi State.

Hypothesis IV: There is no significant difference in the responses of Administrators, Academic staff and Non-Academic Staff on the Administrators' Role Performance in Tertiary Educational Institutions on Maintenance of Discipline in Kogi State. The responses of the respondents were used in the test of this hypothesis. The analysis of variance was applied as the statistical tool.

Table 18: Summary of Analysis of Variance (ANOVA) on the Administrators' Role Performance in Tertiary Institutions on Maintenance of Discipline in Kogi State.

Status	Sum of square	DF	Mean square	F- Ratio	F-Critical	Decision
Between Groups	265.829	2	132.914	13.570	0.005	Rejected
Within Groups	4329.394	443	9.795			
Total	4595.222	445				

From the table above, the f – ratio (13.570) at 0. 05 level of significance is more than the tabulated f – critical (0.005). This implies that there is significance difference in the responses of Administrators (Vice Chancellor, Provost and Rector), Academic and Non-Academic Staff on the Administrators' Role Performance in Tertiary Institutions on Maintenance of Discipline in Kogi State. Therefore, the null hypothesis was rejected.

Table 18: Summary of Scheffe's Multiple Comparison Test on Administrators' Role Performance on Maintenance of Discipline in Tertiary Educational Institutions in Kogi State.

Respondents	N	Mean
Administrators	3	40.00
Academic Staff	258	39.64
Non-Academic Staff	184	40.96

Table 18 on Administrators' Role Performance on Maintenance of Discipline in Tertiary Educational Institutions in Kogi State showed that the response mean of administrators was found to be closer to that of non-academic staff, indicating that the difference between the two respondents was not significant. On the other hand, the response mean of academic staff was less than that of administrators and non-academic staff. This shows that academic staff differ significantly in their opinion regarding the Administrators' Role Performance on Maintenance of Discipline in Tertiary Educational Institutions in Kogi State.

Hypothesis V: There is no significant difference in the responses of Administrators, Academic and Non-Academic Staff on the Administrators Role Performance in Tertiary Educational Institutions on Maintenance of Facilities in Kogi State. The responses of the respondents were used in the test of this hypothesis. The analysis of variance was applied as the statistical tool.

Table 19: Summary of Analysis of Variance (ANOVA) on the Administrators Role Performance in Tertiary Institutions on Maintenance of Facilities in Kogi State.

Status	Sum of squares	DF	Mean square	F- Ratio	F- critical	Decision
Between Groups	226.936		113.468			
		2		5.997	0.003	Rejected
Within Groups	8363.639	443	18.922			
Total	8590.575	445				

From the table above, the f – ratio (5.997) at 0. 05 level of significance is more than the tabulated f – critical (0.003). This implies that there is significance difference in the responses of Administrators (Vice Chancellor, Provost and Rector), Academic and Non-Academic Staff on the Administrators’ Role Performance in Tertiary Institutions on Maintenance of Facilities in Kogi State. Therefore, the null hypothesis was rejected.

Table 20: Summary of Scheffe’s Multiple Comparison Test on Administrators’ Role Performance on Maintenance of Facilities in Tertiary Educational Institutions in Kogi State.

Respondents	N	Mean
Administrators	3	35.33
Academic Staff	258	35.82
Non-Academic Staff	184	35.81

Table 20 on Administrators’ Role Performance on Maintenance of Facilities in Tertiary Educational Institutions in Kogi State showed that the response mean of non-academic staff was found to be closer to that of academic staff, indicating that the difference

between the two respondents was not significant. On the other hand, the response mean of administrators was less than that of non-academic staff and academic staff. This shows that administrators differ significantly in their opinion regarding the Administrators' Role Performance on Maintenance of Facilities in Tertiary Educational Institutions in Kogi State.

Hypothesis VI: There is no significant difference in the responses of Administrators, Academic and Non-Academic Staff on the Administrators' Role Performance in Tertiary Educational Institutions on Maintenance of Funds in Kogi State. The responses of the respondents were used in the test of this hypothesis. The analysis of variance was applied as the statistical tool.

Table 21: Summary of Analysis of Variance (ANOVA) on the Administrators' Role Performance in Tertiary Institutions on Maintenance of Funds in Kogi State.

Status	Sum of squares	DF	Mean square	F- Ratio	F- critical	Decision
Between Groups	2603.907		131.954			
		2		4.628	0.010	Rejected
Within Groups	12866.989	443	28.514			
Total	15470.896	445				

From the table above, the f – ratio (4.628) at 0. 05 level of significance is more than the tabulated f – critical (0.010). This implies that there is significance difference in the responses of Administrators (Vice Chancellor, Provost and Rector), Academic and Non-Academic Staff on the Administrators' Role Performance in Tertiary Institutions on Maintenance of Funds in Kogi State. Therefore, the null hypothesis was rejected.

Table 22: Summary of Scheffe’s Multiple Comparison Test on Administrators’ Role Performance on Maintenance of Funds in Tertiary Educational Institutions in Kogi State

Respondents	N	Mean
Administrators	3	34.67
Academic Staff	258	35.39
Non-Academic Staff	184	36.27

Table 22 on Administrators’ Role Performance on Maintenance of Funds in Tertiary

Educational Institution in Kogi State showed that the response mean of administrators was found to be closer to that of academic staff, indicating that the difference between the two respondents was not significant. On the other hand, the response mean of non-academic staff was greater than that of administrators and academic staff. This shows that non-academic staff differ significantly in their opinion regarding the Administrators’ Role Performance on Maintenance of Funds in Tertiary Educational Institution in Kogi State.

Hypothesis VII: There is no significant difference in the responses of Administrators, Academic staff and Non-Academic Staff on the Administrators’ Role Performance in Tertiary Educational Institutions on Interpersonal Relationships in Kogi State. The responses of the respondents were used in the test of this hypothesis. The analysis of variance was applied as the statistical tool.

Table 23: Summary of Analysis of Variance (ANOVA) on the Administrators' Role Performance in Tertiary Institutions on Interpersonal Relationships in Kogi State.

Status	Sum of squares	DF	Mean square	F- Ratio	F- critical	Decision
Between Groups	1165.428	2	582.714	29.778	0.011	Rejected
Within Groups	8649.462	443	19.569			
Total	9814.890	445				

From the table above, the f – ratio (29.778) at 0. 05 level of significance is more than the tabulated f – critical (0.011). This implies that there is significance difference in the responses of Administrators (Vice Chancellor, Provost and Rector), Academic staff and Non-Academic Staff on the Administrators' Role Performance in Tertiary Institutions on Interpersonal Relationships in Kogi State. Therefore, the null hypothesis was rejected

Table 24: Summary of Scheffe’s Multiple Comparison Test on Administrators’ Role Performance on Interpersonal Relationships in Tertiary Educational Institutions in Kogi State.

Respondents	N	Mean
Administrators	3	31.67
Academic Staff	258	28.96
Non-Academic Staff	184	31.21

Table 24 on Administrators’ Role Performance on Interpersonal Relationships in Tertiary Educational Institutions in Kogi State showed that the response mean of administrators was found to be closer to that of non-academic staff, indicating that the difference between the two respondents was not significant. On the other hand, the response mean of academic staff was less than that of administrators and non-academic staff. This shows that academic staff differ significantly in their opinion regarding the Administrators’ Role Performance on Interpersonal Relationships in Tertiary Educational Institutions in Kogi State.

Table 25: Summary of Hypotheses Testing.

This section presents the summary of the null hypotheses tested in the course of the study.

S/N	H ₀ Statement	Statistical Tool Used	Result	Level of Sig	Remark
1	There is no significant difference in the responses of administrators, academic and non- academic staff on the administrators' role performance on decision making process.	Analysis of Variance(ANOVA)	Rejected.	0.05	H ₀ was rejected. This means that there is significant difference existed in the response of respondents.
2	There is no significant difference in the responses of administrators, academic and non- academic staff on the administrators' role performance on staff training in tertiary educational institutions in Kogi State.	Analysis of Variance (ANOVA)	Rejected.	0.05	H ₀ was rejected. This means that there is significant difference existed in the response of respondents.
3	There is no significant difference in the responses of administrators, academic and non- academic staff on the administrators' role performance on communication in tertiary educational institutions in Kogi State.	Analysis of Variance (ANOVA)	Rejected.	0.05	H ₀ was rejected. This means that there is significant difference existed in the response of respondents.
4	There is no significant difference in the responses of administrators, academic and non- academic staff on the administrators' role performance on maintenance of discipline in tertiary educational institutions in Kogi State.	Analysis of Variance (ANOVA)	Rejected.	0.05	H ₀ was rejected. This means that there is significant difference existed in the response of respondents.
5	There is no significant difference in the responses of administrators, academic and non- academic staff on the administrators' role performance on maintenance of facilities in tertiary educational institutions in Kogi State.	Analysis of Variance (ANOVA)	Rejected.	0.05	H ₀ was rejected. This means that there is significant difference existed in the response of respondents.
6	There is no significant difference in the responses of administrators, academic and non- academic staff on the administrators' role performance on maintenance of funds in tertiary educational institutions in Kogi State.	Analysis of Variance (ANOVA)	Rejected.	0.05	H ₀ was rejected. This means that there is significant difference existed in the response of respondents.
7	There is no significant difference in the response of administrators, academic and non- academic staff on the administrators' role performance on interpersonal relationships in tertiary educational institutions in Kogi State.	Analysis of Variance (ANOVA)	Rejected.	0.05	H ₀ was rejected. This means that there is significant difference existed in the response of respondents.

4.6 Summary of Major Findings

The following are the findings of the study based on the hypotheses tested:

1. Administrators did not satisfactorily perform their roles on decision making process in tertiary educational institutions in Kogi State;
2. The finding showed that administrators did not satisfactorily perform their roles on staff development in tertiary educational institutions in Kogi State;
3. Administrators did not satisfactorily perform their roles on communication in tertiary educational institutions in Kogi State;
4. The finding showed that administrators did not satisfactorily perform their roles on maintenance of discipline in tertiary educational institutions in Kogi State;
5. Administrators did not satisfactorily perform their roles on maintenance of facilities in tertiary educational institutions in Kogi State;
6. The finding showed that administrators did not satisfactorily perform their roles on maintenance of funds in tertiary educational institutions in Kogi State; and
7. Administrators did not satisfactorily perform their roles on interpersonal relationships in tertiary educational institutions in Kogi State.

4.7 Discussion of the Findings.

From the result of the findings, the respondents (Administrators, Academic Staff and Non-Academic Staff) all agreed that Administrators do not perform their roles on decision making process satisfactorily. The findings further revealed that school administrators are democratic in decision making process, they involved staff in decision making and they agreed that ineffective communication affect decision making process. Based on the discussion, it is clearly revealed that administrators do not perform their roles on decision making process satisfactorily. This finding is in line with Peter (2015) that the administrators' leadership styles had a strong relationship with the schools.

From the result of the findings, it was revealed that the respondents agreed that Administrators do not perform their roles on staff development satisfactorily. The findings further revealed that school administrators support professional development of academic staff and non-academic staff, even though not fully. The result further revealed that conferences, seminars and workshops for staff development are being sponsored but such practice is not consistent. The result further revealed that administrators allowed academic staff and non-academic staff for in-service training and grant scholarship to academic staff yet there is no laid down procedure on how staff should go on training. Based on the discussion, it is clearly revealed that administrators do not perform their roles on staff development satisfactorily. This finding is in line with the findings of Paul (2002), that the school administrators exercise significant influence on staff professional development.

The result of the findings revealed that the respondents agreed that Administrators do not perform their roles on communication satisfactorily. The findings also revealed that information flows from the school administrators to subordinates and from subordinate to the heads. It stated also that administrators perform their roles of communication through staff meeting, bulletins and the use of notice boards but it was revealed from the result that most school administrators spend their time communicating with others and have limited concentration on their duties. From the result of the discussion, it is clearly revealed that administrators do not perform their roles on communication satisfactorily. This finding collaborates with Enna (1994), that administrator's effective role performance is capable of improving communication in school.

From the result of the findings, it was revealed that the respondents agreed that Administrators perform their roles on maintenance of discipline but not satisfactorily. It is clear from the result of the study that school administrators enforced discipline in the institutions, they use rules and regulations, query to encourage maintenance of discipline. Some of the revelations of the study include supervision as a means of maintaining discipline, dismissal as a medium of maintaining discipline. Despite the revelation from the study, there are other in-disciplinary actions perform by some of the staff and there are no laid down

procedures on disciplinary actions. From the result of discussion so far, it is clearly revealed that administrators do not perform their roles on maintenance of discipline satisfactorily. Mataimaki (2007), that heads of department/section/unit were enforcing disciplinary measures on erring staff and discovered that employees were not too ignorant of disciplinary procedures either.

The result of the findings, also revealed that the respondents agreed that Administrators perform their roles on maintenance of facilities but not satisfactorily. The study from its result further revealed maintenance of library facilities, laboratory facilities and sport facility. Lecture halls were periodically maintained. Health facilities, vehicles are all maintained. Despite the maintenance on most of these facilities, yet there is much that should be done in the most of the tertiary institutions in Kogi State to meet up with the need of additional facilities in these institutions. Based on the discussion, it is clearly revealed that administrators do not perform their roles on maintenance of facilities satisfactorily. This finding relates to Ihuoma (2008), that the school manager adopts modern methods of facilities management. This will improve the quality of teaching and learning.

The result of the findings revealed that the respondents agreed that Administrators do not perform their roles on maintenance of funds satisfactorily. The findings further revealed that there is funding by government though not adequate for maintenance of institutions environment and laboratory. From the result of the discussion, it is clearly revealed that administrators do not perform their roles on maintenance of funds satisfactorily. The result of the finding is in line with Omolade (2007), that the finance of the government strengthened higher education very well. Both public and the private sectors should not be left out in the financing higher education.

From the result of the findings, the result revealed that the respondents agreed that Administrators do not perform their roles on interpersonal relationships satisfactorily. The study from its result further revealed that school administrators seek the voluntary participation of subordinate, the attitude of school administrators motivate staff to perform their duties effectively and there is free flow of interactions between the administrators and

the subordinate. Despite the interactions on interpersonal relationships, yet there is much that should be done in most of the tertiary institutions in Kogi State. Based on the discussion, it is clearly revealed that administrators do not perform their roles on interpersonal relationships satisfactorily. This finding relates to Raymund (2014), whose finding revealed that the school administrator for ability to allow teachers high degree of initiative and creativity in their work make them to be more dedicated is very clearly evident in their influence; when it comes to teaching performance students getting help from the teacher heads; the interpersonal skills, administrative influence, and teaching performance are interrelated and interconnected. The enhancement of one will also enhance the other two.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study titled Assessment of administrators' role performance in tertiary educational institutions in Kogi State, Nigeria. The summary, Conclusions and recommendations were made in respect of the research findings.

5.2 Summary

This study began with the general overview of the topic: Assessment of administrators' role performance in tertiary educational institutions in Kogi State, Nigeria. The study was conducted with seven objectives, which are to: Determine administrators role performance on decision making process in tertiary educational institutions in Kogi State; Assess administrators role performance on staff development in tertiary educational institutions in Kogi State; Ascertain administrators role performance on communication in tertiary educational institutions in Kogi State; Examine administrators role performance on maintenance of discipline in tertiary educational institutions in Kogi State; Find out administrators role performance on maintenance of facilities in tertiary educational institutions in Kogi State; Assess administrators role performance on maintenance of funds in tertiary educational institutions in Kogi State; and Ascertain administrators role performance on interpersonal relationships in tertiary educational institutions in Kogi State. In line with the stated objectives, seven corresponding research questions were raised and seven null hypotheses were formulated for the study.

A detailed review of literature for study was undertaken under literature review. The concept and theories of the study were also discussed.

The study adopted survey research design with the sample size of 3 administrators, 258 academic and 184 non-academic staff from Kogi State. These sample sizes was adopted using cluster sampling technique. A total of 455 copies were distributed to the respondents in

Kogi State and 445 were duly completed and returned. Thus, the interpretation and analysis of the result was based on the 445 questionnaires. The bio-data information of the respondents was analysed using frequencies and percentages, while frequency count, mean and percentages were used to answer the research questions. Also, all the seven hypotheses were analysed using Analysis of Variance (ANOVA) at 0.05 level of significance. Findings of the study among others revealed that there is significant difference in the responses of administrators, academic staff and non-academic staff on the administrators' role performance on decision making process in tertiary educational institutions in Kogi State ($f\text{-Cal} = 0.004 \leq 0.05$). Likewise, there is significant difference in the responses of administrators, academic staff and non-academic staff on the administrators' role performance on staff development in tertiary educational institutions in Kogi State ($f\text{-Cal} = 0.001 \leq 0.05$). Also, there is significant difference in the responses of administrators, academic and non-academic staff on the administrators' role performance on communication in tertiary educational institutions in Kogi State ($f = 0.013 \leq 0.05$).

5.3 Conclusions

Conclusions were made as a result of the findings from the study as;

1. Administrators' role performance is not capable of strengthening decision making process in Tertiary Educational Institutions in Kogi State, Nigeria.
2. Also, the administrators' role performance did not aid the effectiveness of staff development in Tertiary Educational Institutions in Kogi State.
3. Conclusion has also been made that administrators' role performance did not foster effective communication in Tertiary Educational Institutions in Kogi State.
4. Also, administrators' role performance did not enhance the maintenance of discipline in Tertiary Educational Institutions in Kogi State.
5. In addition, administrators' role performance did not facilitate the maintenance of facilities in Tertiary Educational Institutions in Kogi State.

6. Administrators' role performance did not aid the maintenance of funds in Tertiary Educational Institutions in Kogi State.
7. Finally, administrators' role performance did not strengthen interpersonal relationships in Tertiary Educational Institutions in Kogi State.

5.4 Contributions to Knowledge

The study established that:

1. Significant difference existed in the responses of Administrators (Vice Chancellor, Provost and Rector), Academic Staff and Non-Academic Staff on the Administrators Role Performance in Tertiary Educational Institutions on Staff Development in Kogi State.
2. Significant difference was found on the opinion regarding the Administrators' Role Performance on Communication in Tertiary Educational Institutions in Kogi State.

5.5 Recommendations

On the basis of the findings and conclusions, the following recommendations are made;

1. Administrators should involve various stakeholders in decision making process and also have their opinions taken into consideration for the ease in the implementation of decisions.
2. Administrators should ensure that seminars, conference, and workshops are organized regularly and also ensure that the benefits attached to these training are fully paid to the trainees.
3. Administrators should develop policy on how communication should be carried out and ensure compliance to the policy.
4. Administrators should enforce discipline consistently and should come out with a working document on how disciplinary measures should be enforced.
5. Facilities should be maintained on a fix time maintenance examples, health, lecture halls, sports and among others.

6. Administrators should adopt the use of budget in the maintenance of available funds and regularly observe audit exercise.
7. The tempo on administrators' roles performance on interpersonal relationships should be maintained.

Suggestions for Further Studies

Further studies are to be conducted on the:

1. Impact of administrators' perception on maintenance of discipline in tertiary educational institutions.
2. Evaluation of management role perception on career development in tertiary educational institutions.
3. Assessment of proprietors' role performance on maintenance of facilities in private tertiary educational institutions.
4. Evaluation of administrators' role performance on maintenance of funds in tertiary educational institutions.
5. Assessment of administrators' role performance on the management of tertiary educational institutions on interpersonal relationships.

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APPENDIX I

QUESTIONNAIRE ON THE ASSESSMENT OF ADMINISTRATORS' ROLE PERFORMANCE IN TERTIARY EDUCATIONAL INSTITUTIONS IN KOGI STATE, NIGERIA

Letter of Introduction

Ahmadu Bello University,
School of Postgraduate Studies,
Faculty of Education,
Zaria.

Dear Sir/Madam,

The researcher is a master's degree student of the above named institution currently conducting a research work on the topic "Assessment of Role Performances of Heads of Tertiary Educational Institutions in Kogi State, Nigeria". Your institution is among those selected for the purpose of this research. The research is purely for academic purpose. You are kindly requested to assist in completing the attached questionnaire by writing briefly in the space provided and tick (✓) as appropriate. Please note that all the information given will be treated with confidentiality. Your co-operation is highly solicited in this regard, please.

Yours Sincerely,

Jibrin Rabi Ilemona.

P14EDFC8047.

APPENDIX II

QUESTIONNAIRE ON THE ASSESSMENT OF ADMINISTRATORS' ROLE PERFORMANCE IN TERTIARY EDUCATIONAL INSTITUTIONS IN KOGI STATE, NIGERIA

SECTION (A)

1. Name of Institution _____

2 Gender

a) Male

b) Female

2 Status

a) Administrators

b) Academic

c) Non-Academic Staff

INSTRUCTIONS:

For each of the following statement, indicate your answer or option by ticking in the appropriate column provided against the items:

SA _____ Strongly Agree = 5Points

A _____ Agree = 4Points

U _____ Undecided = 3Points

SD _____ Strongly Disagree = 2Points

D _____ Disagree = 1Point

SECTION (B)**Respondents Opinions on the Administrators' Role Performance in Tertiary Educational Institutions on Decision Making Process in Kogi State**

S/N	ITEMS	SA	A	U	SD	D
1	School administrators are involved in decision making process.					
2	School administrators are democratic in decision making.					
3	School administrators are autocratic in decision-making.					
4	School administrators involve staff in decision making.					
5	School administrators involved academicians in decision making.					
6	Management are decision makers					
7	Ineffective communication affects decision making.					
8	School administrators are fair in decision making process					
9	The involvement of staff in decision making process leads to the achievement of the organisational goal.					
10	Decision making by the heads are duly implemented.					

SECTION (C)**Respondents Opinions on the Administrators' Role Performance in Tertiary Educational Institutions on Staff Development in Kogi State**

S/N	ITEMS	SA	A	U	SD	D
1	The school administrators support professional development of academic staff.					
2	School administrators support professional development of non-academic staff.					
3	The management sponsor conferences, seminars, and workshops for staff development.					
4	The school administrators encourage staff development for the academic and non-academic staff the institution goal.					
5	School administrators consider training and re-training of staff as their responsibilities.					
6	Management permits staff for self-development.					
7	School administrators allow					

	academic and non-academic staff for in-service training.					
8	School administrators demonstrate commitment towards professional growth.					
9	School administrators provide funds for development.					
10	Management grand scholarship to academic staff.					

SECTION (D)

Respondents Opinions on the Administrators' Role Performance in Tertiary Educational Institutions on Communication in Kogi State

S/N	ITEMS	SA	A	U	SD	D
1	Information flows from the School administrators to the subordinates.					
2	Information flows from the subordinate to the heads.					
3	Communication is done through staff meeting.					
4	Communication is done through notice board.					

5	Communication is also done through school bulletin.					
6	Management communicates through writing of memos in the institution.					
7	Management effective communication strengthens staff performance.					
8	There is feedback from the school administrators to the staff.					
9	School administrators spend most of their days communicating with others.					
10	School administrators pass information verbally in the institution.					

SECTION (E)

Respondents Opinions on the Administrators' Role Performance in Tertiary Educational Institutions on Maintenance of Discipline in Kogi State

S/N	ITEMS	SA	A	U	SD	D
1	The school administrators enforce discipline in the institution.					
2	Maintenance of rules and regulations by school administrators encourage discipline.					
3	School administrators issue query to maintain discipline.					
4	Management constitutes disciplinary committee to maintain discipline.					
5	School administrators issue warning letters to maintain discipline.					
6	Supervision is a means of maintaining discipline.					
7	Dismissal is a medium of maintaining discipline.					
8	School administrators effective communication maintain discipline					
9	Interpersonal relationship maintains					

	discipline.					
10	School administration of punishment helps in maintaining discipline.					

SECTION (F)

Respondents Opinions on the Administrators' Role Performance in Tertiary Educational Institutions on Maintenance of Facilities in Kogi State

S/N	ITEMS	SA	A	U	SD	D
1	There is adequate maintenance of Library facilities in the institution?					
2	Lecture halls are periodically maintained in the institution.					
3	Preventive maintenance is carried out on Laboratory facilities.					
4	Sport facilities are not regularly maintained in the institution.					
5	School administrators adopt emergency maintenance on water supply in the institution.					
6	There is inadequate replacement maintenance on power supply in the institution.					

7	School administrators are concerned with maintenance of health facilities in the institution.					
8	School vehicles are periodically maintained.					
9	Effective maintenance of environment aids teaching and learning process in the institution.					
10	Administrators provide preventive maintenance on Information and Communication Technology (ICT) facilities.					

SECTION (G)

Respondents Opinions on the Administrators' Role Performance in Tertiary Educational Institutions on Maintenance of Funds in Kogi State

S/N	ITEMS	SA	A	U	SD	D
1	Adequate funding is provided by the government/proprietor of the institution.					
2	There are enough funds to maintain the laboratory equipment to carry out in the institution.					
3	Sufficient funds are provided for proper maintenance of the institution's environment.					
4	Adequate funds encouraged training and re-training of staff in the institution.					
5	Adequate fund encourages the renovation of lecture halls in the institution.					
6	Sufficient funds contribute to the maintenance of laws and order in the institution.					
7	Enough funds from the government/proprietor are provided in the institution to					

	carryout maintenance and repairs of school facilities.					
8	Inadequate funds maintenance affects good interpersonal relationship between the school administrators and staff in the institution.					
9	There is a need for alternative source of funding.					
10	Institutions are facing problem of under-funding.					

SECTION (H)

Respondents Opinions on the Administrators' Role Performance in Tertiary Educational Institutions on Interpersonal Relationship in Kogi State

S/N	ITEMS	SA	A	U	SD	D
1	School administrators seek the voluntary participation of subordinates in an effort to achieve the institutional goals.					
2	The attitudes of school administrators motivate staff to perform their duties effectively in the institution.					
3	There is free flow of interactions between the school administrators and the staff in the institution.					
4	The growth of interpersonal relationship between school administrators and their staff is dependent on the existing channel of communication.					
5	School Administrators exhibit empathy among the staff in the institution.					
6	There is solidarity between the school administrators and staff in the institution.					
7	School administrators allow staff to express themselves in the institution.					

8	School administrators are friendly and share information with the members of staff in a respectful manner.					
9	School administrators do not defend staff when feeling threatened in the institution.					
10	School administrators abstain from showing favouritism to members of staff.					

APPENDIX III

Population of the Study

S/N	INSTITUTIONS	NO. of Administrators	NO. Academic Staff	NO. of Non-Academic Staff
1	Kogi State University, Anyigba.	1	953	1126
2	Kogi State Polytechnic, Lokoja.	1	779	1012
3	Ankpa College of Education.	1	518	985
4	Salem University, Lokoja.	1	273	127
5	Federal University, Lokoja.	1	205	86
6	Federal Polytechnic, Idah	1	650	500
7	Federal College of Education, Okene.	1	217	232
8	Institute of Agriculture, Kaba.	1	426	536
9	School of Health, Ogbagede	1	228	245
	Total	9	4249	4849

Source: Establishment Divisions of the various Institutions (2016)

Sample of the Study

S/N	Institution	Population	Sample
1	Federal College of Education, Okene	660	100
2	Federal Polytechnic Idah.	1151	300
3	Salem University, Lokoja.	401	55
	Total	2002	455

APPENDIX IV

Computation of the result of Pilot Study

Below is the computation of the result of the pilot study

The data collected from the pilot study was split into two halves as follows;

X	Y
5	6
3	4
4	5
6	5
2	4
4	5

When X= even number questions on the questionnaire

Y= odd number questions on the questionnaire

The above data was computed to get the reliability coefficient using pearson product moment correlation coefficient (PPMR). The result of the computation is as follows;

The formula for calculating PPMR (r) is:

$$r = \frac{\sum(X-\bar{X})(Y-\bar{Y})}{\sqrt{\sum(X-\bar{X})^2 \sum(Y-\bar{Y})^2}}$$

Where \bar{X} = mean of the even number questions on the questionnaire

\bar{Y} = mean of the odd number questions on the questionnaire

\sum = Summation

Applying the formula above into the given data, we have;

$$\bar{X} = \frac{\sum X}{N} = \frac{5+3+4+6+2+4}{6} = \frac{24}{6} = 4$$

$$\bar{Y} = \frac{\sum Y}{N} = \frac{6+4+5+5+4+5}{6} = \frac{29}{6} = 4.83$$

Applying the mean into the formula above, we had;

X	Y	X- \bar{X}	Y- \bar{Y}	(X- \bar{X}) ²	(Y- \bar{Y}) ²	(X- \bar{X}) (Y- \bar{Y}) ²
5	6	1	1.17	1	1.3689	1.17
3	4	-1	-0.83	1	0.6889	0.83
4	5	0	0.17	0	0.0289	0
6	5	2	0.17	4	0.0289	0.34
2	4	-2	-0.83	4	0.6889	1.66
4	5	0	0.17	0	0.0289	0
Total				10	2.8334	4

Substituting the values above into the formula

$$r = \frac{\sum (X-\bar{X})(Y-\bar{Y})}{\sqrt{\sum (X-\bar{X})^2 \sum (Y-\bar{Y})^2}}$$

$$\text{We had } r = \frac{4}{\sqrt{(10)(2.8334)}} = \frac{4}{\sqrt{28.334}} = \frac{4}{5.323} = 0.75$$