

VARIABLES RELATED TO ADMINISTRATIVE EFFECTIVENESS IN HIGHER INSTITUTIONS IN EKITI STATE, NIGERIA

Sr Dr OMOJOLA Immaculata Olu, SSMA
Department of Business Administration
Villanova Polytechnic, Imesi Ile
Osun State, Nigeria
omojolassma@yahoo.co.uk

ABSTRACT

The study examined Variables Related to Administrative Effectiveness in Higher Institutions in Ekiti State, Nigeria. The relationship between planning and administrative effectiveness, procrastination and administrative effectiveness were discussed. The sample for the study was 150 administrators and 300 academic and non-academic staff, who rated the administrators. They were selected using simple random and purposive random sampling techniques. An instrument tagged 'Questionnaire on Variables Related to Administrative Effectiveness in Higher Institutions in Ekiti State, Nigeria (QVR) (For Administrators)' and 'Questionnaire on Administrative Effectiveness in Higher Institutions in Ekiti State, Nigeria (For Academic and Non - Academic staff)' (QAE) was used. The data collected were analyzed using percentage, mean, standard deviation and Pearson's product moment correlation analysis. All the hypotheses were tested at 0.05 level of significance. Face and content were used to establish the validity of the Instrument. To ascertain the reliability of the instruments, the split half method was used. They were found to be 0.84 and 0.87 for (QVR) and (QAE) respectively. The findings revealed that there were relationships planning and procrastination were greatly related to administrative effectiveness. Based on the findings of the study, it was recommended that administrators of higher institutions like Vice Chancellors, Rectors, Provosts, Registrars, Bursars, Librarians, Directors of Programme, Assistant Director of Programme and Heads of departments should be more conscious of deadlines to avoid piling up of administrative work.

Keywords: Planning, Procrastination, Higher Institutions and Administrative Effectiveness.

Introduction

Administrative effectiveness has a lot to do with achieving a set of goals. Roland (2010) defines administrative effectiveness as a way of monitoring the performance of academic deans and directors for the purpose of promotion, salary augmentation, contract renewal or dismissal. However, Adeniyi (2001) discusses administration in relation to difficulties that prevent educational effectiveness as poor management and control of teacher education programmes, teacher training and retraining, the selection and organisation of curriculum implementation and evaluation. The development, distribution and use of teaching materials, also the relevance of the curriculum to the needs of the society were analysed. To Adeniyi, administrative effectiveness means that teachers should be properly attended to so that through them, students would be impacted positively with the society without wasting time. For an administrator to be effective, Ukeje, Okorie and Nwagbara (1992) say they must have the following characteristics: Capacity, Emotional Capacity, Spirituality,

Behaviours, and Sequence. Capacity: Administrator must be physically, intellectually, emotionally and spiritually capable for the office. His physical fitness will enable him to possess good health and enough energy to cope with strains of the work. This is a reasonable assertion to the mind of the researcher because without this effectiveness will sag. These days, leaders are accustomed to having peptic ulcers, hypertension and heart failure due to stress of administrative job. Intellectually, an administrator must be superior. They added that evidence has shown that academic achievement has often been used as a yardstick in choosing administrators which to them is not enough. The researcher supports this view as intelligence will be used to attend to the day- to- day activities apart from academic work.

Planning and Administrative effectiveness

Planning is greatly needed in administration. It makes execution easy as Greenwait (2007) observes that “every moment spent planning saves three or four in execution” Heller and Hindle (1998) describe planning as a way to improve the use of time. This idea in the mind of the researcher stresses the importance of time management to planning which involves every aspect of human life, not only educational planning. The study conducted by Wang (2009) to provide recommendations on information technology in school system showed that it is by true planning that administrators will improve the quality of school education.

Another way of working towards effectiveness in education is what Akinlua (2002) calls curriculum planning. Educational planning includes curriculum planning (preparation of curricula, time table and norms for assessment), technical planning (formulating quantitative targets for the educational system) and manpower planning (determining the need for qualified manpower). To him, all the educational objectives are clearly specified through the curriculum and the means, procedure and methods of achieving education objectives are provided through the curriculum. He added that curriculum gives direction, spells out day to day activities of a school and makes the school to be organised and properly managed, time wise. Also, all the important cultural aspects of a society are passed on through the curriculum. Therefore, the researcher feels that educational curricula have to be planned by administrators as one of their primary assignments. This is not only to save time, but because, “education is not sure of occurring as wanted” as he said. This indicates that education must not be left to chances but adequately planned within the space of time for effectiveness.

Ajayi and Ayodele (2002) describe planning as one of the elements of management and it is seen as a process of deciding in advance what to be done in such a manner that programmes are executed at minimum risk of failure or problem. To them, it deals with Men, Money, Machine, Material and Methods. It entails that if the five “Ms” are carefully considered with much forecasting; administrators have a high chance of succeeding. Edem (1987) quoting Henri Fayol buttresses this idea as he affirms that planning is a process of studying the future and preparing it for action. He sees planning as important part of administration especially in education where a number of pupils, number of teachers and classrooms should be focused on. From this assertion, one can infer that Edem is also interested in educational projects and

others that will enhance beneficial learning style. But good planning is usually difficult to reach in education, because of the problem like knowing the correct number of pupils. Therefore, educational planning will be excellent if accurate data of student population census and forecast are made available to the planners. If not, it results in dissipated effort, wasted resources, poor results and inadequate administrative effectiveness.

The need for qualified manpower for proper planning in any organisation is a pressing issue in the mind of Graham (1974) because this is a resource that should be utilised to its fullest to produce the uttermost benefit. This claim is very general and directed to all organisations according to the mind of the researcher. Notwithstanding, educational sector as well, will use qualified personnel as its brain for achieving effectiveness. Cole (2002) argues this view by defining human resource planning as a strategy for the acquisition, utilisation, improvement and retention of any enterprise. One can figure out from this that organisations should not only employ workers but make maximum use of them and find means of improving their competence in order to improve the productivity and efficiency of the organisation. To this, the researcher is of the opinion that training and re-training of lecturers through seminars, workshops, study leave and in-service training should be more emphasized.

Bickerstaff (1977) relates evaluation to educational effectiveness. He is of the opinion that achievement of aims can promote good evaluation and that if objectives are not fulfilled in education, there may be problem with either the curriculum, and there may even be poor organisation or wrong methods and approaches being used. It may also be that the aims have been badly thought out, either they do not lead on to what is intended or they are too large and cannot possibly be achieved with the resources available. This view holds merit only that evaluation can still be done without the objectives being fulfilled in education to aid better planning. Also, since the policy of Nigeria education has the aims like 'education for living, education for self-development, education for nation building, and education for self-realization, there may be a need to evaluate education beyond a number of people passing examination but also with the kind of person being produced which will become obvious through the lives and conduct of the pupils/students in the years after school (Ayeni 2001). By then, effectiveness of administrators will be visible to all in what they produce for the society in terms of refined manpower.

Procrastination and Administrative effectiveness

The influence of procrastination on administrative effectiveness is highlighted as Quek (2001) in his reflection proposes that procrastination is probably the single most common time management problem of administrators. To him, some students battle with procrastination due to lack of time management, especially when they cannot meet the deadline. Contesting this idea is Ferrari (1995) who insists that procrastination is not a problem to administrative effectiveness, that procrastinators are not different in their ability to estimate time and they are more optimistic than others. To the researcher, it appears that procrastination puts pressure on time management greatly or rather; they are overlapping even though Ferrari disagrees

to some extent but his conclusion suggests that procrastinators plan and anticipate the best outcome with little action, which may be the influence of lack of proper time management.

Aaron in Knaus (1986) who claims to be a procrastinator says that everybody procrastinates, especially when people hit some mental wall which prevents them from doing a task. Some people work on a task that does not require a lot of creativity or they work on them with someone else. Similarly, Breznits (1986) says that procrastination is a universal problem and Dryden (1999) gives his consent to it that procrastination plagues people of all occupations and that we all procrastinate at one time or another in our life. He raised a question that: 'how many of us have not put off paying a bill until the very last moment when it would have been better for us to pay it earlier'? These authors contend that procrastination is everybody's problem which implies that, everybody delay in one way or the other. Dryden went further by giving a description of a procrastinator as a person lying in a hammock, repeatedly drinking a beer instead of mowing the lawn, having a desk so clustered that one can hardly see it beneath the rubble; imagining the faces of old friends meaning to write for years, having memories of school days that turned into distractions. The researcher notices that this type of experience may vary from one person to another. The truth is that everybody has a way of day - dreaming but some do it to the extent of abandoning official/urgent work. In the description of Pavlina (2001) a poster picture depicting a huge polar bear lying prone on a flue of ice was used. The caption under it reads "when I get the feeling to do something, I lie down until the feeling goes away." The researcher views that such a procrastinator will be broken by frustration, unable to catch up, chained by depression and sustained by the simple apathetic response, "I don't care anymore." Also, this type of procrastinator can be considered as lazy and undetermined. If administrators fall into this category, they will surely struggle with effectiveness.

Educational procrastinators are focused on as Aaron in Knaus (1986) argues that procrastination is very common among lecturers and students. In the same vein Ferrari (1995) is emphatic about this view that students are reputed for not tackling their assignments until the jaws of deadlines are closing on them. The researcher is of the same mind with this view since it is common among university and polytechnic students and this affects the effectiveness of administrators since they may not be able to plan much until students are ready with their assignments and term papers. Likewise, Lay in Eric (2005) supports this position by saying that students are directly involved in academic procrastination since at the beginning of a semester, one in five students miss the first class, some sign up early but never show; while others attend sporadically. Not all students are conscious that academic procrastination raises students' anxiety and sinks their self-esteem in view of the fact that time wasted can hardly be regained.

Notwithstanding, Ferrari identifies the distinction between delaying as an act and as a lifestyle by saying that, 'not every student who ignores assignments until the last minutes is an across-the-board offender, they are known to psychologists as a "trait procrastinator"'. Many students who drag their feet on term papers might never delay other tasks, such as meeting friends for dinner, showing up for work, or going to the dentist. By implication, studying is very tasking for students while they

prefer leisure/pleasure to it. No wonder Dada in Vaswani (2008) feels the same way when he says "Sit with a pretty girl for an hour, and it seems like a minute". This weakness may also affect such people in future when they are working; they may prefer pleasure to administrative work, which may affect effectiveness since as the saying goes "morning shows the day". Dryden (1999) subscribes to these ideas by saying that under the constant pressure of grades and other evaluations, a student puts off writing papers, studying for examinations, only to cram for days when time has finally run out. Cramming to the researcher is not the best way of studying.

Knaus (1986) in his view puts grading on procrastination as he asserts that 90% of college students procrastinate, 25% are chronic procrastinators and they are usually the ones who end up dropping out of college. This may imply that 90% of students waste time. Tuckman in Eric (2005) is in support as he observes that those who attended classes among lecturers and students have consistently outperformed those who did not. The researcher agrees but it is not always the case as, some lecturers may rush over their classes and still finish up. While some students may be smart, at the same time, some may engage in examination malpractices and still have higher marks than those who prepare. There is a great link between lecturers and students that procrastinate in the school system. Eventually, the influence is on both parties as it can cause anxiety to students, it will also affect the effectiveness of lecturers and administrators.

Purpose of the Study

The purpose of this study was to investigate the relationship between planning, procrastination, and administrative effectiveness in higher institutions in Ekiti State universities. Besides the study made recommendations based on the findings.

Research Questions

- 1) Is there any relationship between administrators' planning and administrative effectiveness in higher institutions?
- 2) Is there any relationship between how administrators' procrastinate and administrative effectiveness in higher institutions?

Research Hypotheses

- 1) There is no relationship between administrators' time planning and administrative effectiveness in higher institutions.
- 2) There is no relationship between how administrators' procrastinate and administrative effectiveness in higher institutions.

Methodology

The study adopted descriptive research of correlational type. The population consists of 260 Administrators and 595 staff working directly with them. The sample of this study was 450 respondents which comprised 150 administrators and 300 staff that rated the administrators from higher institutions in Ekiti State. The sample for the study was selected using simple sampling and purposive sampling techniques. A self-designed questionnaire titled 'Questionnaire on variables related to Administrative Effectiveness in Higher Institutions in Ekiti State, Nigeria (For Administrators)' (QVRAE) and 'Questionnaire on Administrative effectiveness in Higher Institutions in Ekiti State, Nigeria (For Academic and Non Academic staff)'

(QAE) was used as instruments. Content validity of the instruments was ascertained through the corrections and comments of the experts in Educational Management and Tests and Measurement. It was certified that the instruments could be used for the study. To ascertain the reliability of the instrument, the split half method was used. The instrument was administered once to the respondents who were outside the sampled institutions. The set of even numbered items were correlated with the set of the odd numbered items to get the reliability of half of the length of the test. Speerman Brown prophesy formula was applied to obtain the full length reliability co-efficient of the instrument. They were found to be 0.84 and 0.87 for QVRAE and QAE respectively. The data collected were analysed using multiple regression and Pearson Product Moment Correlation. All the hypotheses were tested at 0.05 level of significance.

Results

Hypothesis 1

There is no relationship between administrators' planning and administrative effectiveness in higher institutions.

Table 1: Pearson correlation of administrators' time planning and administrative effectiveness in higher institutions

Variable	N	r-cal	r-table
Planning	116	0.883*	0.195
Administrative effectiveness	116		

$p < 0.05$

Table 1 shows that r-cal is 0.883* and r-table 0.195 at 0.05 level of significance. This reflects that r-cal is greater than r-table. Then the, null hypothesis is rejected. It implies that there is significant relationship between planning and administrative effectiveness.

Hypothesis 2

There is no relationship between how administrators' procrastinate and administrative effectiveness in higher institutions.

Table 2: Pearson correlation of how administrators' procrastinate and administrative effectiveness in higher institutions

Variable	N	r-cal	r-table
Procrastination	116	0.698*	0.195
Administrative effectiveness	116		

$p < 0.05$

Table 2 reveals that r-cal is 0.698* and r-table is 0.195. It implies that r-cal is greater than r-table at 0.05 level of significance. The null hypothesis is rejected. Therefore, there is significant relationship between procrastination and administrative effectiveness.

Discussion

The study proved that, there was a relationship between planning and administrative effectiveness. This shows that planning is pertinent to administrative effectiveness as proper planning and forecasting of educational activities bring a lot of fulfillment and achievement to the administrators. Most times however, the fruits it yields in terms of personnel development for the nation are numerous. This finding may be due to the fact that administrators do not make solid plans ahead but do it when the work to be performed is near. In view of this, Edem (1987), Hendle and Hindle (1998) describe planning as a way to improve the use of time. Ajayi and Ayodele (2001) observed that "failure to plan gives rise to in- effectiveness, undirected action and waste of resources." The finding equally reflects the minds of Stoner, Freeman and Gulbert (2002), Lay (2005), Fiore (2006) they are of the opinion that planning is highly relevant to administrative effectiveness.

The study revealed that there was significant relationship between procrastination and administrative effectiveness. This implies that administrators must be wary of regular postponement of actions or events that can make their work difficult since this can affect their effectiveness. The result may be due to the fact that some administrators do not meet the deadline in administration because of the feelings that time is always available for their use, not keeping in mind some issues that can suddenly come up. The findings contradict the views of Brezitz (1986), Knaus (1986), Ferarri (1995), and Dryden (1999) which may not be far from the fact that they have common minds that everybody procrastinates and it is not only common to administrators and also it is not only a problem of time management. The study supports the contributions of Quek (2001) that procrastination plagues people of all occupations.

Recommendations

Based on the findings of this study, the following recommendations were made: Educational stakeholders, especially those in higher institutions like Vice Chancellors, Rectors, Provosts, Registrars, Bursars, Librarians, Directors of Programme, Assistant director of Programme and Heads of departments need to know the importance of planning and procrastination to their effectiveness. They have to be conscious of deadline to avoid piling up of administrative work.

Conclusion

Based on the findings of this study, the following conclusions are drawn: Lack of proper planning and regular procrastination of Administrators can have serious effect on Administrative effectiveness of Administrators.

References

- Ajayi, I. A & Ayodele J. B (2001). *Introduction to educational, administration and supervision*. Lagos: YPPS.
- Akinlua, A. A (2002). *Fundamentals of curriculum studies for beginners*. Ado Ekiti: Yemi Prints and Services.

- Bickerstaffe, D. (1977).** *A practical course in education and development*. Ibadan: Macmillan Nigeria Publishers.
- Cole, G.A (2002).** *Personnel and human resources management*. London: T.J International Ltd.
- Dryden, W. (1999).** *Overcoming procrastination*. London Press.
- Eric, H. (2005 Dec, 9th).** *New insights into chronic dawdling. The chronicle of higher education* Vol 52, (16) pgs 12-15.
- Ferrari, J. R (1995).** *Procrastination and time avoidance research treatment*. Plenum Publication. USA:
- Graham, H.T (1974).** *Human resources management*. London: Macdonald and Evans Ltd.
- Greewait, J.F. (2007).** *Managing your time, energy and talent in ministry*. New York: Fathers and Brothers of St Paul.
- Heller, R. & Hindle T. (1998).** *Essentials manager's manual*. Slovakia, TBB.
- Knaus, W. J (1996).** *Procrastination*. New York: Institute for Rational Therapy.
- Quek, T. (2001).** *Procrastination*. C. E. O. Desterity software.
- Ronald H. (2010).** *Research articles in higher education*. Published by: Springer. Stable URL: [//www.jstor.org/stable/40196410](http://www.jstor.org/stable/40196410)
- Ukeje B.O., Okorie N.C.& Nwagbara U.A. (1992).** *Educational administration, theory and practice*. Lagos: Totan.
- Vaswani J.P. (2008).** *Management moment by moment*. New Delhi: Sterling publishers pvt Ltd.
- Wang, M.S. (2009).** *Community for learning: Questions and answers*. Paper Presented at ICSEI, San Antonio