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PROVOSTS' ADMINISTRATIVE STRATEGIES AND LECTURERS EFFECTIVENESS IN KWARA STATE OWNED COLLEGES OF EDUCATION, NIGERIA

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Abstract

This study examines the relationship between Provost administrative strategies and effectiveness of lecturers in Kwara State owned Colleges of Education. Descriptive research design of correlational type was adopted for the study. The target population comprised 403 teaching staff in the three states owned Colleges of Education. Proportional sampling technique was used to select 200 samples from the entire population. The respondents were chosen from each of the Colleges through random sampling method. A researcher designed questionnaire was used to elicit information from the respondents. The questionnaire was validated by three experts in the field of Educational Management. The reliability co-efficient of 0.72 was obtained through test-retest method using Pearson product-moment correlation statistics which confirmed the reliability of the instrument. Two research questions raised were answered through descriptive research method while inferential statistics was employed to test all the three formulated hypotheses. The *p*-values obtained were compared with 0.05 significance level to ascertain the acceptability of the hypotheses. The findings of the study among others revealed high level of lecturer's effectiveness and a positive relationship between Provost administrative strategies and effectiveness of lecturers in Kwara State owned Colleges of Education. The study recommends openness in administration through participatory decision-making and improved channels of communication to further enhance lecturer's job performance.

Keywords: Provost, administrative strategies, lecturers effectiveness, Colleges of Education

Introduction

Teacher education is geared towards promoting professional knowledge that will make them to work magnanimously and develop in the teaching profession. Good and uninterrupted teacher education programmes provide method of pedagogical skills which the teachers need to train different categories of people and shaping the future leaders. Hence, the importance of teacher education for a realistic sustainable development cannot be over-emphasized.

In recognition of the importance and relevance of teacher education, section 8, sub section 72 of the National Policy on Education (2013), states that all teachers in educational institutions shall be professionally trained. Teacher education programmes shall be structured to equip teachers for the effective performance of their duties. In recent years, policy makers in some developing countries begin to target the quality educational performance as an immediate priority. In particular, cognizance is being taken on the argument that the provision of teachers of high quality should be given top priority and that ultimately the

success of any educational system depends largely on the quality of the teacher (Ajiboye, 2002).

The following institutions according to the National Policy on Education (2013) shall give required professional training for teachers.

1. Colleges of Education
2. Faculties of Education
3. Institutes of Education
4. National Teacher's Institutes
5. Schools of Education in the Polytechnic
6. National Institute for Nigerian Languages (NINLAN) and
7. National Mathematical Centre (NMC)

This study however, examined the influence of various administrative strategies adopted by the Provosts of Colleges of Education in Kwara State which could enhance the achievement of the goals of teacher education as spelt out by National Policy on Education.

Provost as the administrative head of Colleges of Education like the Vice-Chancellors in University plays significant roles at achieving curricular and co-curricular

effectiveness of the institution. Through the staff performance the kind of administrative strategies adopted therefore determines the effective job performance of lecturers as well as quality graduate of teachers produced by the institution. It is an obvious fact that quality of output in educational industry depends on the quality of inputs in the school system, lecturers being the major input in tertiary institutions like Colleges of Education, their effectiveness at producing quality graduates could be determined by the administrative effectiveness of the head of the institution. It is on this premises that the study aimed at investigating the influence of Provost administrative strategies on lecturers effectiveness in kwara state owned Colleges of Education.

Educational administration

Fundamentally, the term administration connotes the direction of affairs. It refers to guidance, leadership and control of the effort of a group of individuals toward goal achievement of a particular organization. Opadokun (2006) conceived administration as a component part of management which is concerned with facilitating the accomplishment of the objectives of an organization through the systematic management of constraints and careful utilization of the available limited resources which include human, material, equipment, finance, space and work techniques or technology. In addition, Ajiboye (2002) defined administration as an art or practice of carrying out a policy in government, business or public affairs. Specifically, administration is concerned with the performance of executive duties, the carrying out policies or decisions to fulfill purpose and the controlling of the day – to – day running of an organization.

Opadokun (2006) asserted that administration is concerned with the implementation and carrying out of the procedures by which programmes, plans and targets are laid down and communicated and then checked against them. Administration occurs in every organization with the school not being exception. In the school system, the process is referred to as educational administration or school administration. Educational administration is a discipline that enhances teaching and learning. It is concerned with using methods, principles and practice to establish, develop and implement the plan, policies and programmes geared toward educational objectives.

Educational administration is the specialized activity which leads, organizes and directs human and material

resources which supports the teaching and learning situations that are appropriate to the goals achievement of the institution and the needs and purpose of the students, teachers, administrators and society. An educational administrator, Provost in the context of this study, therefore, refers to that person who is concerned with implementing educational plans, programmes and policies in the educational enterprise such as the College of Education to achieve educational goals. This appears to call for highly experienced persons to fit into the position. Administrative experience and information communication technology would be essential pre requisite to the modern educational system for the production of the much needed skilled manpower and the inculcation in the citizenry desirable skills and attitude required for the pursuance of the economic planning objectives.

Ogunsaju (2006) highlighted that administration in education refers more appropriately to the arrangement of the human and material resources available in education and using them systematically for the achievement of education objectives. Administration like management is moreover generally used to mean two things:

- (a) A provision of services and system such as provision of rules and regulations, grievances procedure or discipline, for examples, administration of justice.
- (b) Administration is used collectively. In this sense, it use used to imply the various organs of the organization that provide and maintain these services and system such as personnel administration, the health services or the administrative department. Thus, administration is directing operation within the framework of policy laid down.

Obi (2004) explained that administration in education encompasses planning activities which aim at the fulfillment of the goals of educational organization. Such activities involve:

- (i) Describing the tasks to be performed
- (ii) Singing the tasks to the personnel
- (iii) Motivating the personnel to perform
- (iv) Coordinating the personnel efforts
- (v) Evaluating their performance

Administration as relates to provost in colleges of education, could refers to the performance of

management functions of planning organizing, budgeting, controlling and coordinating the human and material resources for the attainment of goals of the teachers education. The goal could be attained by the provost through the combined efforts of his deputies, the Registrar, the Bursar and Deans of all schools which constitute the management committee of the school. He requires vibrant, articulate and viable strategies for effective administration of the institution.

The Provost provides a leadership quality needed to managed day-to-day activities of the college, set academic standard as well as establish the policies and procedures to achieve them. The provost is expected to combines various strategies such as good disciplinary strategy, sound communication strategy and participatory decision making strategy to enhance lectures effectiveness so as to attain quality output.

Teacher effectiveness

Teachers are very important facilitators of the teaching and learning process in tertiary institutions. They are responsible for arranging learning experience. Effective instruction therefore results in meaningful learning process. Teachers are crucial to meaningful learning that results into high student academic achievement. Teacher effectiveness is loosely defined in terms of the changes which take place in the knowledge, attitudes and behaviours of individuals and communities as a result of teacher's involvement. A teacher may be described as 'effective' if he. She exhibits the traits which are associated with effective teaching such as effectiveness in communication, teaching skill, considerateness, knowledge of learners, organizing ability, information, enthusiasm, dependability, flexibility, objectivity, cooperativeness, integrity, mental alertness, self-innovative and personal attractiveness (Blumende, 2001).

Anderson (2004) described effective teachers as those (teachers) who achieve the goals which they set for themselves or which they have set for them by others such as Ministries of Education, legislators and other government officials. Anderson (2004) further stated that effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if those goals are to be achieved.

Teacher competence and teacher performance with the accomplishment of teacher goals is the teacher

effectiveness. Effective teacher is one who quite consistently achieves goals – be they self-selected or imposed – that are related either directly or indirectly to student learning. Four major assumptions implicit in this definition of teacher effectiveness are:

1. Effective teacher tends to be aware of and actively pursue goals;
2. The teaching is an intentional and reasoned act;
3. The vast majority of teachers' goals are, or should be, concerned either directly or indirectly with their students' learning and
4. No teacher is effective in every aspect of their profession (Anderson, 2004).

Effective teacher, according to Tijani (2017), is a teacher whose students achieve acceptance rates (e.g. at least one grade level in an academic year) of student growth. To Hunt (2009), teacher effectiveness means the collection of characteristics, competencies, and behaviours of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being to solve problems, think critically, work collaboratively, and become effective citizens. As Sullivan (2001) stated, an effective teacher is one who demonstrates knowledge of the curriculum, provides instruction in a variety of approaches to varied students, and measurably increases student achievement. To Parihar (2011), teacher competence and teacher performance with the accomplishment of teacher goals is teacher effectiveness while possession of knowledge and skills is referred to as teacher competence; the use of such knowledge and skills in the classroom is teacher performance.

Statement of the problem

In recent time, the Kwara State Government is observed to pay non-challant attitude towards adequate funding finding of the state owned College of Education. The staff salaries and allowances are not paid as at when due, as a result of reduction in monthly subvention given to the Colleges. The Provosts were told to compliment meagre allocation given to them through Internationally Generated Revenue (IGR). This is however generated the problem of commercialization of Education in terms of dwindling funds available in one hand and problem of irregular payment of staff salaries on the other. The questions arises is how could the lecturers who are the

major player in the school system be made effective in their job performance.

The lecturers on the other hand are still found to be going about their normal academic duties in spite of the aforementioned problems. This hence, promoted the researcher to examine whether or not the Provost Administrative Strategies have influence on the effectiveness of lecturers in Kwara State owned Colleges of Education. Most of the works available to the researcher were written on the influence of motivation, leadership styles and teaching facilities on lecturers' job performance without any on Provost administrative strategies. This is the gap that this study tends to fill by investigating the influence of Provost Administrative Strategies on effectiveness of lecturers in Kwara State owned Colleges of Education, Nigeria.

Research questions

The following research questions were raised and answered in this study.

1. What is the rating of Provost Administrative Strategies in Kwara State owned Colleges of Education.
2. What is the level of lecturers effectiveness on kwara state owned Colleges of Education, Nigeria.

Research hypotheses

The following hypotheses were formulated and tested in this study:

H₁: There is no significant relationship between Provost Administrative Strategies and Lecturers effectiveness in Kwara State owned Colleges of Education, Nigeria.

H₂: There is no significant relationship between decision making strategy and Lecturers' effectiveness in Kwara State owned Colleges of Education.

H₃: There is no significant relationship between communication strategy and lecturers' effectiveness in kwara state owned Colleges of Education, Nigeria.

Methodology

The research design adopted for this study was a descriptive design of a correlational types. This design was considered appropriate for the study because of the attempts to examine the relationship between two variables (dependent and independent).

The target population for the study comprised the entire 403 lecturers from the three Colleges of Education owned by Kwara State Government. Proportional sampling technique was adopted to select the sample of two hundred respondents from the three colleges while random sampling method was used to choose the sample from each college.

The researcher designed instrument tagged "Provost Administrative Strategies and Lecturers' Effectiveness Questionnaire" (PASLEQ) was used to collect relevant data from the respondents. The instrument was divided into sections (A and B). Section A contained the bio-data of the respondents while the second section contained items on the variables of the study.

The instrument was validated by three experts from the Department of Educational Management, University of Ilorin, Nigeria. To ascertain the reliability of the instrument, twenty copies of the drafted questionnaire were administered at two week interval to the lecturers outside the sampled respondents. The data obtained were correlated using Pearson product moment correlation statistics. The co-efficient of 0.72 was obtained which confirmed the reliability of the instrument.

The research questions raised were answered using descriptive method of Mean and ranking while inferential method of chi-square was adopted to test the formulated research hypotheses. The p-values obtained were compared with 0.05 level of significance at 198 degree of freedom to take decision on the acceptance or otherwise of the hypotheses.

Results and data analysis

Research question 1: What is the commonly adopted Administrative strategy by the Provost of Colleges of Education in Kwara State, Nigeria?

Table 1: Rating of Provost Administrative strategies in kwara state owned Colleges of Education, Nigeria.

Strategy	N	Mean	Ranking
Discipline strategy	175	2.93	3 rd
Communication strategy	186	3.87	1 st
Decision – making strategy	179	3.46	2 nd

Table 1: revealed the respondents mean and ranking of the administrative strategies of Provosts in Kwara State owned Colleges of Education. This thus indicated that Provosts in Colleges of Education mostly used the appropriate and effective method of communication. The strategy of communication adopted enhanced lecturers'

job performance and thus made them effective in discharging their duties.

Questions 2: What is the level of lecturers' effectiveness in Kwara State owned Colleges of Education, Nigeria?

Table 2: Level of Lecturers' effectiveness in Kwara State owned Colleges of Education, Nigeria. (Note that the effectiveness of lecturers is measured in terms of the job performance of three mandates of Teaching, Research and publication. The bench mark used for the rating is that if score is mean. If $x = 0-1$, it is low if $x = .1 - 1.9$ is medium. If $x = 2-3$ is high).

Level of effectiveness	Means
Low	1.05
Moderate	1.75
High	2.06

Table 2 indicates high level of lecturers effectiveness measured in terms of their job performance of the three mandates. The high level of effectiveness might be due to the use of effective administrative strategies by the Provosts of Kwara State owned Colleges of Education.

Hypotheses (H_1): There is no significant relationship between Provost administrative strategies and lecturers' effectiveness in Kwara state owned Colleges of Education.

Table: 3 Relationship between Provosts' Administrative Strategies and effectiveness of Lecturers in kwara state owned Colleges of Education, Nigeria.

Variable	N	$\bar{X}$	SD	df	P-value	Decision
Provost Administrative Strategies	200	2.89	20.32	198	0.000	Rejected
Lecturers effectiveness	200	2.45	45.13			

Table 3: showed that the p-value of 0.000 is less than 0.05 level of significant at 198 degrees of freedom. Therefore, the null-hypothesis which states that there is no significant relationship between Provost Administrative Strategies and Lecturers Effectiveness in Kwara State owned College of Education is hereby

rejected. Thus, Provost administrative strategies is a determinant of effectiveness of lecturers in Kwara State Colleges of Education. The interpretation of this result is that the better and appropriate administrative strategies adopted by Provost, the higher is the willingness of lecturers at job performance. The decline in lecturers'

productivity might be as a result of application of weak and poor result oriented management strategies.

H₂: There is no significant relationship between decision-making Strategy and effectiveness of

Lecturers in Kwara State owned College of Education, Nigeria.

Table 4: Relationship between Provost's decision making Strategy and effectiveness of lecturers in kwara state owned College of Education, Nigeria.

Variable	N	X	SD	df	P-value	Decision
Decision – making Strategy	200	2.75	25.06	198	0.02	Rejected
Lecturers effectiveness	200	2.68	22.87			

$P < 0.05$

Table 4 indicated the p-value of 0.02 which is less than the 0.05 level of significance at 198 degrees of freedom. Hence, the hypothesis which states that there is no significant relationship between decision – making strategy of the Provost and effectiveness of lecturers in Kwara State owned Colleges of Educations is thus rejected. Therefore decision – making of Provost is significantly related to effectiveness of lecturers in the Kwara State owned Colleges of

Education, Nigeria. This implies that the choice and implementation of the right and the most appropriate decision will induce the effectiveness of lecturers and thus enhances the job performance.

H₃: There is no significant relationship between Provost communication strategy and effectiveness of lecturers in Kwara State Colleges of Education, Nigeria.

Table 5: Relationship between Provost communication strategy and effectiveness of lecturers in Kwara State owned Colleges of Education, Nigeria.

Variable	N	X	SD	df	p-value	Decision
Communication strategy	200	2.81	29.41	198	0.000	Rejected
Effectiveness of lecturer	200	2.72	35.71			

$p < 0.05$

Table 6 revealed that the p-value of 0.000 is less than 0.05 level of significance at 198 degree of freedom. Therefore, the hypothesis which states that there is no significant relationship between communication strategy of Provost and effectiveness of lecturers in Kwara State owned Colleges of Education is hereby rejected. Hence, the communication strategy of the Provost is a determinant of lecturers effectiveness in Kwara State owned Colleges of Education, Nigeria. Thus the two variables are significantly related. The implication of this result is that the Provost should be selective in terms of method of communication to staff. The better and appropriate communication strategy adopted by the Provost the higher in the lecturers' effectiveness in the area of their job performance in Teaching, Research and Community services.

Findings

The findings of this study could be summarized as follow;

Communication strategy is commonly used by the Provost of Kwara State owned Colleges of Education behind decision-making and disciplinary strategies.

- There is high level of lecturers effectiveness in Kwara State Colleges of Education.
- Provost Administrative Strategies are determinants of Lecturers' effectiveness in Kwara State owned Colleges of Education, Nigeria.
- Decision-making strategy is significantly related to effective lecturers job performance in kwara state owned Colleges of Education.

Provost communication strategy is positively and significantly related to effectiveness of lecturers in Kwara State owned Colleges of Education, Nigeria.

Conclusion

From the findings of the study, it could be concluded that effective Administrative Strategies adopted by Provost of Colleges of Education in Kwara State have positive influence on lecturers job performance and thus make them effective in the three mandates of Teaching, research and community service. Hence, the Teaching staff are induced to work hard through the choice of appropriate managerial strategies by the Provost.

Recommendations

From the findings of this study, the following recommendations were made.

Provost of College of Education should maintain cordial relationship with their staff through effective communication in order to run an open – policy system of administration.

- Maintenance of high level of lecturers' effectiveness is necessary through a participatory decision-making
- Provost should always make a wide consultations as a means of fact findings before taking and implementing disciplinary actions on any staff.

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