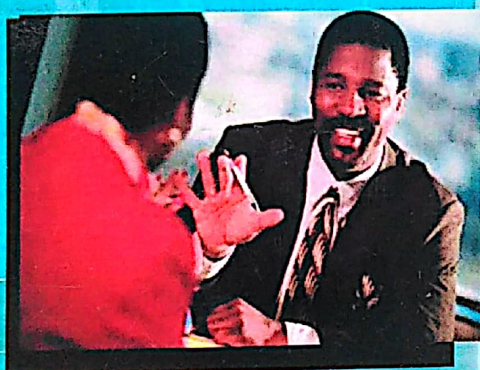


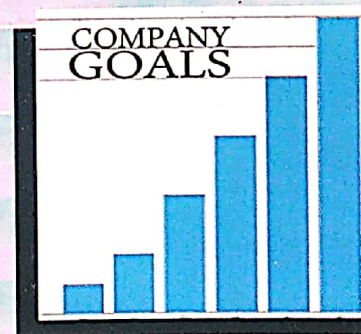
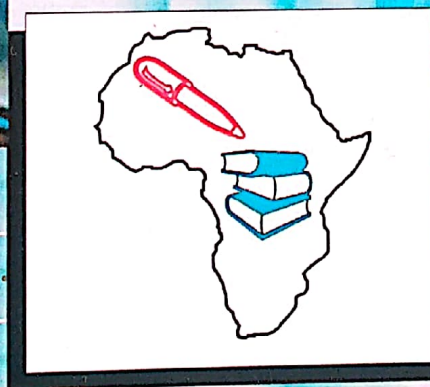
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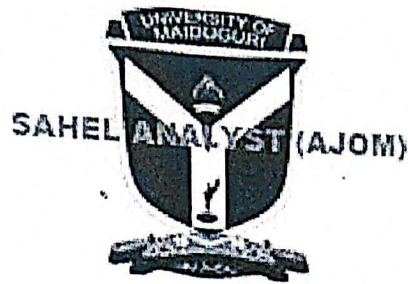
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CONTACT US

Department of Business Administration, University of Maiduguri
Bama Road, Maiduguri
PMB 1069, Maiduguri, Borno State, Nigeria

Contact No:

Business Manager: +2348028709225

Contact Email: saajomunimaid@gmail.com

Website: http://www.sajms_fmsunimaid.com

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FACTORS INHIBITING EFFECTIVE MANAGEMENT OF TERTIARY EDUCATION IN KWARA STATE: EVIDENCE FROM THE COLLEGES OF EDUCATION

Ameen, Abdullateef¹

Olowoselu, Abdulrasheed²

Dauda, Muritala³

Abstract

Tertiary institutions play a crucial role in the supply of high-level manpower for the socio-political and economic development of a State. Public policies are simply principles and rules of action for achieving specific organisational or institutional goals. The main purpose of this study is to examine the factors inhibiting effective management of Tertiary Education in Kwara State Colleges of Education. The population consists of lecturers in all the three (3) colleges of education in the state. Simple random sampling was used to select 90 lecturers as respondents for this study. The instrument for data collection was 10 items questionnaires titled: "Challenges of Effective Management of Tertiary Education Questionnaire". The questionnaire was structured and data collected were analysed using descriptive statistics of means. Findings revealed that lack of funding will hamper the effective management of Tertiary Education in Kwara State Colleges of Education. It was therefore recommended that government should address the issue of funding in the colleges, review upward the pay-welfare package of staff

Keywords: *Management, Effective Management, Colleges, Tertiary, Education.*

Introduction

Management is the control of both human and material resources in order to achieve the desired goal. Management in tertiary institutions is the individual or group of people saddled with the responsibility to control, to manage, and to organise both human and material resources in tertiary institutions. Tertiary Education plays a crucial role in the supply of high-level

¹ Department of Public Administration, Faculty of Management Sciences, University of Ilorin, Corresponding email-abdlateef4ever@gmail.com

² Department of Science Education, Modibbo Adama University of Technology Yola, Adamawa State, Nigeria

³ Department of International Studies, College of Law, Government and International Studies, Universiti Utara Malaysia

manpower for the socio-political and economic development of a nation. Numerous states including Nigeria, view education as an instrument for the advancement of national development as well as effecting needed social change (FGN, 2004) this perhaps, might be responsible for the continuous growing concern of all stakeholders in education industry on the changes that are likely to affect it as well as the implications such changes will have on the management and administration of education (Udey, Ebuara, Ekpoh & Edet, 2009). In this regard, the effective management of the educational sector becomes imperative. The aim of the management education programme is to prepare students for entry and advancement in management occupations or in occupations requiring competency in one or more of the management functions (Emmanuel, 2015).

Aina (2011) posited Educational Management as "The identification, organisation and coordination of human, material, physical and fiscal resources as well as other available educational programmes, using them judiciously towards the attainment of objectives of education". Educational management has been defined as the utilisation of physical and human resources through co-operative efforts and it is accomplished by performing the functions of planning, organising, staffing, directing and controlling (Olowoselu & Bello, 2015).

The steady decline in the quality of education is no longer a supposition but evident in the number and quality incompetent graduate that Colleges turn out each year. Management Education and training which should be the basis for enhanced national development have been treated with greatest disregard and contempt by education planners in Nigeria. Educationist, employers of labour and the public have advanced several factors for the continued decline in quality of graduates produced by higher educational institutions in Nigeria (Ijeoma, 2006). Anele (2001) attributes it to the unplanned manner in which the establishment of tertiary institutions has been carried out since the 1980s till date. Edukugho (2003) blames the decline on such factors as incessant strike actions by the major unions in the tertiary institutions which leads to instability of academic calendars, poor funding, lack of appropriate autonomy, inadequate infrastructure, crowded classrooms, ill-equipped laboratories and libraries, lack of adequate research grant or incentives, and insufficient accommodation for students and teachers.

The Kwara State Colleges of Education, Ilorin, Oro and Lafiagi were established by the Kwara State Government. The colleges' viewpoint is based on the integration of the individual into sound and effective citizen. This could only be attained via effective management and administration. These institutions initially laid claims on making a respectable impact on the socio-political and economic advancement of the state. Nowadays, there are worries whether the state colleges under the current situations will be able to persist to lay claims on being "central to national capacity to connect with the new international knowledge system, and further develop the new technologies

needed in the wider society” (Verspoor, 1994). Over the years, the institutions have been facing lots of administrative challenges. The institutions have not only seen rotten facilities and infrastructures, poor funding, low morale of teachers, low quality of graduates, incessant crisis, inadequate research but also that the government has been burdened with numerous responsibilities. For many years, budgets of education have been under enormous pressure as a result of declining budgetary allocation and increase in enrolment, shortfalls in the funds allocated to the colleges. In spite of the efforts in providing assistance for the colleges, the system still lacks the necessary funds and materials to implement the various programmes.

However, the current education management situation demands urgent attention given the importance attached to the education sector as the biggest industry for the promotion of national development (Dada, 2004). Effective problem solving is a key component to responsible management and survival of an institution. It is against this background that the study examines the factors inhibiting effective management of Tertiary Education in Kwara State Colleges of Education.

Literature Review

Effective Management

Management as a concept is a victim of definitional pluralism. Attempts have been made by scholars to conceptualise management. The word ‘Management’ according to Ajayi (2009) refers to “a set of activities designed to direct and promote purposeful work”. It is when people get together in a formal relationship such as that of an organisation that management becomes a major and separate field of activity. In this regards, Adeoti (2005) was of the view that the responsibility of every manager (management) is the creation and maintenance of the organisational environment which permits and facilitates free emission of productive energy and in which people working collectively and individually and are led to do the right thing to achieve greater output of goods and services with less consumption of human time and material resources. The ultimate objective of creating such a physical and social environment is that people should be excited about coming to work, perform with enthusiasm at work and ‘regret’ at the point of disengagement.

Adesina (1986) sees management “As the organisation and mobilisation of all human and materials resources in a particular system for the achievement of identified objectives in that system. The definition reveals the importance of two keywords (human and material). The human resources in the system would comprise all men and women within the system from the principal officer to the gate-man. It then becomes the responsibility of the management to organise and mobilise these human resources for the effective achievement of the organisational goals and objectives. In addition, the

material resources within the system could be classified as "Monetary" and "Non-monetary". This could include all assets or properties such as land and equipment. It is the duty of the management within the system to ensure maximum utilisation of these material resources so as to achieve the goals and objectives which the system is established to serve or perform (Ajayi, 2009).

Management in tertiary institutions is the individual or group of people saddled with the responsibility to control, to manage, and to organise both human and material resources in Higher Education. An educational administrator is the person who is responsible for the management of the educational organisation with which the teachers work, who usually is in charge of evaluation of teachers, and who is accountable for the quality of teaching and for ensuring that teachers have, to the extent possible, the resources needed to perform their duties and professional responsibilities. The Educational Administrators are therefore concerned with the following functions

- i. For the purpose of improving effective teaching and learning process in tertiary education.
- ii. They formulate plans and policies for the achievement of educational objectives,
- iii. They procure and manage educational resources towards achieving educational goals,
- iv. They determine and implement instructional programmes that are designed to achieve goals,
- v. They appraise or evaluate the effectiveness and efficiency of all educational programmes and activities,
- vi. They employ or appoint both academic and administrative staff, and initiate work activities.

Nwangwu agreed that irrespective of the level of operation, a good management is expected to execute the following functions:

- i. The procurement, training, maintenance, development, education and remuneration of personnel.
- ii. The determination and implementation of the instructional programme.
- iii. The operation of the educational business in all ramifications. These include-finances, plans, coordinate, organise, implementation of policy and careful utilisation of available resources for the achievement of educational goals or desired results.
- iv. The establishment and maintenance of good public relations (cited in Ajayi, 2009).

According to Ishiakawa (1985), effective management involves all individuals in organisations. He stresses on teamwork and control, i.e. organisation/institution with quality control. He explained that team approach indirectly recognises involvement of every individual in an organisation, and ensures the improvement of job satisfaction. Therefore, this improves organisational development. He places education and training as a top priority

amongst staff in an organisation. Deming (1986) believes that the key success of an organisation is through improvement, i.e., through continuous improvement cycle. He introduces the PDCA cycle or Plan, Does, Check, Action. He stresses that the top management plays a vital role in solving the quality issues in an organisation. They are also responsible to initiate improvement in their organisation. According to Deming, an organisation needs to develop a strategic plan and identify ways to achieve objectives. Management responsibility plays an important role in an organisation to ensure institutional performance. An initiative by the management of envision, lead and involve in all quality activities are most significant factors in influencing the development of effective management practices in an institution (Ilias, 2005). Effective management and leadership involve creative problem solving, motivating employees and making sure the organisation accomplishes objectives and goals. Roberts (2016) outlined five functions of management and leadership as planning, Organising, Staffing, Coordinating and Controlling.

Planning: The planning function of management controls all the planning that allows the organisation to run smoothly. Planning involves defining a goal and determining the most effective course of action needed to reach that goal. Typically, planning involves flexibility, as the planner must coordinate with all levels of management and leadership in the organisation. Planning also involves knowledge of the company's resources and the future objectives of the business.

Organising: The organising function of leadership controls the overall structure of the company. The organisational structure is the foundation of a company/institution; without this structure, the day-to-day operation of the business becomes difficult and unsuccessful. Organising involves designating tasks and responsibilities to employees with the specific skill needed to complete the tasks. Organising also involves developing the organisational structure and chain of command within the company/institution.

Staffing: The staffing function of management controls all recruitment and personnel needs of the organisation. The main purpose of staffing is to hire the right people for the right jobs to achieve the objectives of the organisation. Staffing involves more than just recruitment; staffing also encompasses training and development, performance appraisals, promotions and transfers. Without the staffing function, the business would fail because the business would not be properly staffed to meet its goals.

Coordinating: The coordinating function of leadership controls all the organising, planning and staffing activities of the company/institution and ensures all activities function together for the good of the organisation. Coordinating typically takes place in meetings and other planning sessions with the department heads of the company/institution to ensure all

departments are on the same page in terms of objectives and goals. Coordinating involves communication, supervision and direction of management.

Controlling: The controlling function of management is useful for ensuring all other functions of the organisation are in place and are operating successfully. Controlling involves establishing performance standards and monitoring the output of employees to ensure each employee's performance meets those standards. The controlling process often leads to the identification of situations and problems that need to be addressed by creating new performance standards. The level of performance affects the success of all aspects of the organisation. The five functions of management ensure the organisation runs smoothly.



Researchers' fieldwork (2016)

Factors Influencing Effective Management in Tertiary Education

The important roles and contributions of education in the development of an individual and the society cannot be overemphasised. The story of Colleges of Education in Nigeria today has largely been a story of mixed fortune (Ajayi & Ekundayo, 2009). The challenge of promoting education in Nigeria is multi-faceted and includes multiple and proliferation of education policies, low enrolment at Tertiary Level, low education index problem of development, lack of functionality. Problems distorting management of higher education in Nigeria as rooted in the many inadequacies, particularly in educational policies, curricula, facilities, the balance between education levels, States, Ethnicity, Sexes, Arts and Sciences, Quantity and quality of education, Occupations, and Professions. There is also a serious problem of shortage of qualified teachers for the growing national education system (Emmanuel, 2015). He further remarked that the main problem with Nigerian

higher institutions is that they are neither training nor recruiting for an existing leadership nor conserving or liberalising the existing social order.

In a research conducted by Udey, et. al. (2009) revealed that educational system is plagued with multi-various problems notably are inadequate funding, by Federal, State and Local Government, the problem of access, quality/standard learning, political and social. They also revealed that leadership status is significantly poor in managing our educational system. There is also a significant influence of funding and standard on the management of education. While Ajayi and Ekundayo (2009) observed poor infrastructure, Brain-drain, Financial crisis, Erosion of higher education autonomy, Graduate unemployment, Volatile and militant students' Unionism, Secret Cults, Examination Malpractice and Sexual harassment as factors militating against the effective management in Nigeria educational system.

Monetary crisis: This is the money provided, especially by a government or an organisation, for a particular purpose. It relates to revenues and spending, debt, and finance. According to Adegbite (2007) and Oyeneye (2006), the main challenge confronting the management of tertiary education in Nigeria is insufficient funding. Ibukun (1997) expressed that there is rising unavailability of funds and learning resources in the institutions of Higher Education. On this note, Ajayi and Ayodele (2002) contended that there was an upsurge in the amount of total expenditure dedicated to education, but this has been regarded to be rather grossly scanty considering the occurrence increase in student enrolment and increasing cost, which has been worsened by inflation. Therefore, Ajayi and Ekundayo (2006) stated that the Nigerian administration for many years has not been linking the United Nations Educational Scientific and Cultural Organisation (UNESCO) commendation of twenty-six percent (26%) of the overall budget distribution to the education sector. Aina (2007) expressed that government's main concern to education is still very little. Thus rendering the degree to which the government itself is a contributing factor to the monetary mess of the institutions of higher learning. The obvious deficiency of fund offered to the tertiary education has been accountable for worsening library, social and laboratory facilities in Nigerian Tertiary Education in current times. This is in consonance to a study conducted by Udey, et. al. (2009) that management and administration of Nigerian education are dependent to a large extent on funding, and funding education for effective management and administration is poor. The entire educational sector in Nigeria is underfunded. Obanya (1999) asserts that funding has become a vexed issue in the discussion of education in the country. The problems reflect in poor teachers' remuneration, shortage of infrastructural facilities as well as misappropriation of the available funds to education by our leaders. The

greatest problem in the education sector has been inadequate funding which is not in line with the rising population and inflation trend.

Declined infrastructure: Most of the infrastructures in higher education in Nigeria are deteriorated. It is worrying to state that Nigerian tertiary education is recklessly declining. All the properties necessary for learning product development are in low supply. On this regard, Ochuba (2001) expressed that office spaces, Lecture halls, Students' hostels, Laboratories, Library space, Books and journals are all extremely inadequate. Therefore, the equipment for teaching, research and learning are either deficient or very insufficient and in a bad shape to enable the colleges to be independent to carry out the basic functions of academics (World Bank, 1994). This situation of resource shortage is what Ajayi and Ayodele (2002) termed as an offshoot of the endemic financial crises in the education sector.

Political interference: Fabunmi (2005) and Ibukun (2003) posited that political interference in the educational affair is one of the challenges to effective management of the school in Nigeria. It has been seen that colleges of education are not completely free from the hand of politics outside the college system. The government, most especially in the state-owned institutions, intervene a lot in terms of selection and choice of the Chief Executives, Departmental heads, Directors of programmes and above all the selection of Provost/Vice-Chancellors. A state whereby the associates of the college are not entirely free to choose who their head without government intervention would not augur well for the college system.

Erosion of college independence: College independence has been seen as protection of the colleges from intervention by government officials in the day to day management of the institution particularly on the matters connected to the selection of student, the appointment and removal of academic staff comprising the Provost/Vice-Chancellors, the determination of content of College of Education and the control of the degree standard and the determination of size and the rate of growth (Ojedele & Ilusanya, 2006; Babalola, Jaiyeoba & Okediran, 2007). Government participation in the college governance has been a point of friction between the government and the Academic Staff over some time now (Ajayi and Ayodele, 2002). College autonomy is vital to the development, spread and application of knowledge.

Brain-drain syndrome: This means a widespread movement of the academic workforce from the institutions in the country to overseas institutions where their services are better compensated. Akindutire (2004) stressed that institutional fall and compensation erosion during the previous era have prompted substantial "brain-drain" of the educational workforce and inhibited new workforce recruitment. Between 1988 and 1990, over 1000 lecturers left the federal college in Nigeria (Bangura,

1994). Therefore, several factors have combined to cause these employment problems. One has been the relatively low level of Academic salaries during the past decade and the declining financial attractions of school employees in comparison to other opportunities. Another has been the rising workloads associated with deteriorating staff/student ratios (Saint, Hartnett & Strassner, 2003). It must be stressed that while the best brains are leaving the college system, the broad aim of producing high-level manpower from the system for national development cannot be achieved.

Unstable and aggressive student unionism: One of the factors inhibiting effective management of tertiary education in Nigeria in current eras is the uncontrolled student violent reaction to national matters and domestic problems. In this regards, the effect of student aggressiveness and violent unionism has been the continuous closure of colleges, removal of Provost/Vice-Chancellors among others (Ibukun, 1997; Akindutire, 2004).

Secret cults: Another factor militating against the effective management of tertiary education in Nigeria nowadays is how to handle the threat and violence of cult members. Adegbite (2007) observed that the problem of cultism amidst the students has opened a fresh and very dangerous element to the condition of things in the educational institutions. Smah (2007) was of the view that where cults occur, there is no assurance that educational programmes and events would operate normally. The outcomes of these cult activities as submitted by Smah (2007) have been feeling of fear on campus, killings and deaths, and campus disturbances. On this note, the college might be running the threat of being continuously closed or upset.

Challenge of maintenance of educational Standard: Odia and Omofonmwan (2007) posited that the gross underfunding of the educational sector in the country in general and the neglect of the maintenance of the physical facilities. Instructional and living conditions have deteriorated in many of these schools, classrooms, libraries and laboratories are nothing to write home about, all lead to a decline in academic standards. Attention must be focused on these areas if these educational institutions are to get out of the woods and this is only possible through adequate funding.

Overpopulation of students: another factor inhibiting effective management in tertiary education is an overpopulation of students admitted yearly. Bello and Olowoselu (2015), asserted that overpopulation is still a major problem in the effective school management. For instance, in a situation where the students admitted are beyond the capability of the lecturer to handle in terms of delivering a lecture. What is expected from a lecturer standing in front of over one thousand students in a class, how would effective teaching and learning come in? This was as a result of

unmanaged social demand for admission (Saint, Hartnet & Strassner, 2003; Mgbekem, 2004).

Some other difficulties in the administration of the educational system in Nigeria include increasing private cost of college education, (Ajayi & Ayodele, 2002), Sexual harassment (Ibukun, 1997), and Examination malpractices (Odia & Omofonmwan, 2007; Mgbekem, 2007).

Theoretical Framework

Management theories are implemented to help increase organisational productivity and service quality. No managers use a single theory or concept when implementing strategies in the workplace. They commonly use a combination of theories, depending on the workplace, purpose and workforce. This study adopted the contingency theory, system theory, as well as theory X and theory Y as tools to address effective management strategies for workforce motivation and workers' productivity in Kwara State Colleges of Education.

Contingency Theory asserts that when managers make a decision, they must take into account all aspects of the current situation and act on those aspects that are key to the situation at hand. Basically, the approach that assumes management depends on several factors. For example, the continued effort to identify the best leadership or management style might now conclude that the best style depends on the situation. If one is leading troops in the Persian Gulf, an autocratic style is probably best (of course, many might argue here, too). If one is leading a school or a College, a more participative and facilitative leadership style is probably best.

Systems Theory has had a significant effect on management science and understanding organisations. A system relies on the cohesion of constituent parts such that if one part of the system is removed, the nature of the system is changed as well. A system can be looked at as having inputs, processes, outputs and outcomes. Systems share feedback among each of these four aspects of the systems. In a learning institution, inputs would include resources such as raw materials, money, technologies and people. These inputs go through a process where they're planned, organised, motivated and controlled, ultimately to meet the organisational needs. Outcomes would be educational services to students, enhanced quality of life or productivity for students and cooperative environment for researchers. Feedback would be performance levels, information from human resources carrying out the process, students, etc. Feedback also comes from the larger environment of the organisation, e.g., influences from society, economics, and technologies. This overall system framework applies to any system, including subsystems (departments, programs, etc.) in the overall organisation. Systems theory may seem quite basic. Yet, decades of management training and practices in the workplace have not followed this theory. Only recently, with tremendous changes facing organisations and how they operate, have educators and managers come to face this new way of looking at things? This

interpretation has brought about a significant change (or paradigm shift) in the way management studies and approaches organisations. The effect of systems theory in management is that writers, Educators, Consultants, etc. are helping managers to look at the organisation from a broader perspective. Systems theory has brought a new perspective for educationists and administrators to interpret patterns and events in the learning institutions (Betty, John & Magaret, 2014)

The management theory on individual chooses to utilise is strongly influenced by beliefs about worker attitudes. Managers who believe workers naturally lack ambition and need incentives to increase lean toward theory X management style. For instance, when the needs of a student, teacher, or administrator are essentially social, esteem, or related to self-actualisation, the coercion, threats, pressures, and sanctions associated with Theory X are essentially useless in motivating behaviour. Theory Y believes that workers are naturally driven and take responsibility. While managers who believe in theory X values often use an authoritarian style leadership, theory Y leaders encourage participation from workers. "Theory Y focuses on fulfilling those needs of a subordinate that are positioned near the top Maslow's hierarchy of needs. If conditions can be sustained, the essence of organisational control shifts from exterior pressures and manipulations (management to the worker, or administrator to teacher, or teachers to student) to an interior sense (within the subordinate) of self-control and self-direction" (Hanson, 2003).

Methodology

The study was carried out in Kwara State. The Population for the study comprises of all lecturers of Kwara State Colleges of Education. The simple random sampling method was used to sample 30 lecturers from each of the three colleges that gave a samples size of 90 lecturers. The study employed the use of both primary and secondary source of data. The instrument for data collection was a 10 items questionnaire titled: Challenges of Effective Management of Tertiary Education Questionnaire (CEMTEQ) designed for the study. The instrument was validated by 3 experts from Department of Management, Modibbo Adama University of Technology, Yola. The researchers adopted the Cronbach Alpha method to determine the reliability of the instrument. A reliability index of Alpha α 0.81 was obtained. The questionnaire was administered personally and all copies were returned and found valid for analysis. A 5 point Likert modified scale of Strongly Agree (SA=5), Agree (A=4), Neither Agree or Disagree (NAD=3) Disagree (DA=2), and Strongly Disagrees (SD=1), was used for the items. The questions were answered using descriptive statistics of mean. An item with a mean score of 2.50 and above was accepted, while an item with a mean score of less than 2.49 was not accepted which stands as the decision rule.

Results

Table 1: Mean rating of lecturers' on challenges to effective management of education in Kwara State Colleges of education.

S/N	Items	Mean	Decision
1.	Political interference in tertiary institution administration.	3.35	Accepted
2.	Lecturer-students ratio in the hall.	3.32	Accepted
3.	Lack of disbursing fund allocated for education.	3.36	Accepted
4.	Mixing politic with education sector	3.52	Accepted
5.	Inadequate fund for infrastructural development.	3.39	Accepted
6.	Inadequate staff development programme.	3.56	Accepted
7.	Agitation for lecturers' salary review.	3.62	Accepted
8.	Lack of inter-institutional collaboration.	3.46	Accepted
9.	Maintenance of minimum educational standards.	3.41	Accepted
10.	Lack of access to State intervention funds.	3.82	Accepted

A = Accepted, NA = Not Accepted

Table 1 reveals that all items rated above the acceptable mean of 2.50. This means that all the listed items are the challenges to effective management of Kwara State colleges of education.

Discussion of Findings

The findings revealed that there are challenges to effective management of education in Kwara State Colleges of Education. The implication is that the experience of the respondents significantly influenced their opinion on the items since lecturers were part of the process to enhance effective management of tertiary institutions in the State.

The result of item No.1 in the table revealed that government does intervene in the running of the colleges and this was a big implication in the management of the institutions. This finding corroborated with earlier stated statement that colleges are not completely free from the hand of politics outside the college system. The government, most especially in the state-owned institutions, intervene a lot in terms of selection and choice of the chief

executive, Departmental heads, Directors of programmes and above all the selection of Provost/Vice-Chancellors. This finding agreed with the finding of Fabunmi (2005) and Ibukun (2003) that political interference in educational institution affair is one of the challenges to effective management of the school in Nigeria.

The finding from item No. 2 showed that the lecturer-student ratio is still very high which is adduced to a shortage of infrastructures. This means that student numbers in lecture halls are higher than what is stated in the policy of education. This finding laid credence on the finding of Bello and Olowoselu (2015), who asserted that overpopulation is still a major problem in the effective school management. This finding agrees with the finding of Fabunmi (2005) who posited that students' population, political interference in educational institution affair and lack of proper funding challenges to effective management of the school in Nigeria.

The finding from item No. 3 indicated that there is lack of disbursing fund allocated for education. This finding has justified the submission of Ekundayo and Ajayi (2009) who reported that inconsistency in the disbursement of funds and budgeting were challenged to effective management of Tertiary Education in Nigeria. On this note Fabunmi (2005) which opined that adequate funding of education programme facilitates effective management of educational institution in Nigeria. This also means that lack of proper funding of education is a challenge to effective management of Tertiary Education in Kwara State Colleges of Education. This also corroborated the finding of Adegbite (2007) and Oyeneye (2006), that the main challenge confronting the management of tertiary education in Nigeria is insufficient funding. This is in line with Ibukun (1997) assertion that there is rising unavailability of funds and learning resources in the institutions of higher education. On this regards, Ajayi and Ayodele (2002) argued that there was an upsurge in the amount of total expenditure dedicated to education, but this has been regarded to be rather grossly scant considering the occurrence increase in student enrolment and increasing cost, which has been worsened by inflation.

The result from item No. 4 shows that mixing politics with the education sector. This indicates the level at which the political office holders mediate in the affair of the institutions contributing to the inefficiency and ineffectiveness. The finding from item No. 5 of the table revealed that there is an inadequate fund for infrastructural development. This corroborated the assertion of Ochuba (2001) that office spaces, lecture halls, students' hostels, laboratories, library space, books and journals are all extremely inadequate. Therefore, the equipment for teaching, research and learning are either deficient or very insufficient and in a bad shape to enable the colleges to be independent to carry out the basic functions of academics (World Bank,

1994). This situation of resource shortage is what Ajayi and Ayodele (2002) termed as an offshoot of the endemic financial crises in the education sector.

The finding from item No. 6 of the table indicated that there is inadequate staff development programme. The result from the item No 7 revealed that Agitation for lecturers' salary review was high. This shows that the salaries are low and not even paid as at when due. The result from the item No. 8 shows that there is lack of inter-institutional collaboration. The finding from the item No. 9 revealed that maintenance of minimum educational standards is one of the factors inhibiting effective management in Kwara State Colleges of Education. This finding corroborated with the submission of Odial and Omofonmwan (2007) that the gross underfunding of the educational sector in the country in general and the neglect of the maintenance of the physical facilities. Instructional and living conditions have deteriorated in many of these schools, classrooms, libraries and laboratories are nothing to write home about, are all leading to declining in academic standards. Lastly, the finding from item No. 10 of the table revealed that there is lack of access to State intervention funds.

Conclusion

The primary aim of tertiary educational institutions in Nigeria is to develop the intellectual capability of individuals in both knowledge and behaviour with appropriate skills for national development. It has become obvious that the broad aims of producing high-level manpower for National development for which the college of education is meant for are not really being achieved as a result of the multifaceted problem bedeviling the governance of the college system. It, therefore, becomes necessary to suggest ways of making the system more effective and efficient in relation to contemporary Nigerian society. This could be achieved through high-level relevant courses and the inculcation of proper values for the individual with lots of immense contribution to good governance and national security. Apparently, if this level of education is effectively managed to ensure effective management of education in tertiary institutions, student academic achievement will be higher and school performance index will be greater if accompanied with regular payment of staff salary and proper funding on the part of the Government. Attention must be focused on these areas if these educational institutions are to get out of the woods and this is only possible through adequate funding.

Recommendations

Based on the finding of this study, the following recommendations are made towards effective management of tertiary institution in Kwara State Colleges of Education.

- i. Governments should allocate more capitals to the colleges so that they can be more effective in the management of their day-to-day operations.

The colleges should also search for different sources of income generation to argument what the government allocates to them. Apart from the release of the fund, there is the urgent need for an effective monitoring of the management of fund being allocated to the sector, as efforts should be strengthened to improve on what is currently being allocated to the system. As a means of ensuring effective management of the fund.

- ii. There should be an upward review of pay-package for academics to entice greatest brains to the college system. The personal remunerations of college workforce should be reexamined. If colleges are well financed, pay-package of academics reviewed upward and the conditions of service improved, lecturers would not have to go eyeing for greener pasture. Therefore, there should be consistency in managing lecturers' welfare.
- iii. There is need to improve the infrastructure base. If quality is to be improved in our state's colleges these periods, the infrastructure base of the system needs to be improved upon. The government should audition rigorously pursue the development of infrastructure in all colleges of education in the State. Therefore, the government should build more facilities to the institutions, upgrade the existing ones and make it world class
- iv. The colleges should be granted autonomy. The question of autonomy to colleges is an issue of necessity if the quality output is expected, the uninterrupted academic calendar is to be guaranteed, and an enabling teaching-learning environment is to be assured. For the college to be truly independent the state control must be minimum, narrow to desires of appropriate use of funds and, conformity to the general purposes of national policy. The government should give consent to the college autonomy being appealing for by the lecturers.
- v. There should be a reduction in the extent of volatile and militant students' unionism in the campus. It is advisable that the students should be allowed to involve in decision-making particularly on issues that border on their welfare. This is in no doubt will assist in limiting student's involvement in cultism.
- vi. To eradicate cultism in Nigerian colleges there should be joint effort of government, college authority, Religious leaders, Students, and parents. They should come together and agree on how issues of cultism should be dealt with as study has revealed that most cult members are children of the highly placed in the society.
- vii. The government should be de-politicisation of the college system. The autonomy to colleges would help reduce the extent of political interference in the affairs of these colleges. Most especially in the appointment/selection of key principle officials in terms of requirements

- and promotion into managerial positions of the college. This would make the academics to be free to choose who becomes their heads without the influence of the visitor and allow the right person to compete favourably to do the job.
- viii. The entire management and administration of the nation's education should be in the hands of the professionals and experts in the field. In order words, political favouritism should be avoided if standard and quality are to be put in place.
 - ix. The colleges should ensure to admit a minimum number of students that facilities in the school can accommodate for the effective teaching and learning.
 - x. There should be consistency in managing teaching, learning, academic calendar and leadership tenureship in the in Kwara State colleges of education. Finally, there should be consistency in education policy with proper implementation.

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