

A critical assessment of the challenges facing heads of department in colleges of education in South East Nigeria

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ABSTRACT

Purpose – The role of Heads of Department (HODs) in Colleges of Education is important to the efficient administration and smooth functioning of academic programs. In South East Nigeria, specifically in Anambra and Imo States, HODs face a myriad of challenges that hinder their ability to provide effective leadership and ensure optimal outcomes for students and staff. This study critically assesses the challenges faced by Heads of Department (HODs). The research investigates key factors affecting departmental administration, including inadequate funding, lack of regular supervision, lack of motivation among lecturers, and indiscipline among both students and staff.

Method – This study used a descriptive survey design and was conducted in Colleges of Education in Anambra and Imo States. The population consisted of 600 respondents, including lecturers and students from the selected colleges. Data were collected using a validated 4-point Likert scale questionnaire, titled A Critical Assessment of the Challenges Facing Heads of Department in Colleges of Education in South East Nigeria. Cronbach's Alpha reliability test yielded an index of 0.88. Descriptive statistics, including frequencies and percentages, and inferential statistics like ANOVA and bootstrapping were employed to analyze the data, revealing significant differences and key patterns in departmental administration.

Findings – The study found that inadequate funding severely limits the availability of teaching resources, staff training opportunities, and the implementation of innovative programs. Poor supervision and lack of motivation were found to negatively impact staff productivity, academic quality, and departmental harmony. Indiscipline among both lecturers and students further exacerbates administrative challenges, leading to conflicts and a decline in institutional credibility. The study concludes that addressing these challenges requires a multifaceted approach, including increased funding, regular supervision, staff motivation, and promoting discipline within departments. The findings of this study offer actionable plan for educational policymakers and administrators seeking to improve the administration and leadership effectiveness in Colleges of Education in South East Nigeria. Recommendations are provided for strategic interventions to enhance departmental operations and ensure the overall success of these institutions.

Keywords: Heads of Department, funding, supervision, motivation, indiscipline

INTRODUCTION

The wealth and power of any nation are dependent upon the qualitative and functional education of its citizens. In other words, education is the key in scientific and technological breakthrough. Education is an investment that requires the efforts of both the government and the private sector. Education is a means of not only promoting social and political consciousness, but also producing the quantity and quality of skilled manpower required for economic development ([Ugwu, Okoroji & Chukwu, 2018](#)).

Colleges of education is the pillar that holds the education sector. It is where teachers are trained for effective instructional delivery. If Colleges of education crumbles, obviously the other levels may crumble as well. For instance, without enough qualified teachers to teach in primary schools to take care of the pupils, the students for secondary and tertiary education will be half baked. What is going on in schools today does not portray good educational administration activities according to [Wamba \(2015\)](#). The reason is that the today's schools administration is very complex, the teachers are more in number and more varied in the qualification and the students bring to school various social, cultural and religious background that often perplex the unprepared administrators. On the part of the teacher, school is not a place where one can do whatever he or she wishes, such as coming to school late for instance, signing his or her name and leaving for his or her business or being absent in the school without permission from the head of department, teaching some courses in due and undue times and leaving some undone.

[Okumbe \(2019\)](#) points out that schools are set up to enable society achieve its objectives through teaching and learning. Schools should then be properly managed and every educational organisation requires a pattern of administration to propel it effectively and efficiently towards the realization of its goals. For efficient and effective administration, managers need to have adequate administrative skills as well as adequate human and physical resources. The government's full participation in the establishment and ownership of school laid the foundation for more emphasis on educational administration which brought many educational conference and ordinances before and after independence. Thus, administration is the judicious use of men, money and material to achieve a stated objective of an organisation. In view of this, there is need for proper management.

The school is like a factory and students are like raw materials that must undergo a process for educational objectives to be achieved. The activities included with the task area of students personnel are supposed to integrate the personnel functions with the instruction and to coordinate and supervise the various kinds of personnel services. The major tasks are related to the organization and accounting of students and the provision of special services which students require for learning to take place. The heads of department ensures that the students are taken care of as they are central to school organisation. Head of department ensures that learners are well taught by ensuring that there are enough instructional materials in the school. She/he ensures that there is a functional timetable which is learner friendly. New students should be given proper orientation to make them well adjusted to

the school routine. Head of department ensures that there is discipline in the department. Discipline is aimed at producing self-control, ordered behaviour and harmony in the school.

The head of department ensures that continuous assessment that is formative evaluation is a routine in the department policy which should be clear to all lecturers. She/he ensures that the syllabus is covered on time so as to prepare the students for summative evaluation. She/he ensures that all students registered their course form in accordance to regulation of the School Council. Other duties the head of department performs pertaining the pupils in the school include maintenance of students records, ensuring health and safety of learners, maintenance of students' welfare, motivation of staff, catering for learners with special needs, co-curricular activities and provision of guiding and counselling. The head of department and his/her team of staff must create an enabling environment for learning and teaching to take place. This will enable learners to exploit their potential and talents fully so as to be productive members of the society.

The senior management team of Schools is charged with the overall functioning of the school and the HoDs as middle managers responsible and accountable for managing teaching and learning. This entails managing staff and subject curriculum as well. Effective leadership of HoDs is key to school improvement, and hence greater demands are made on them as intellectual resource or catalysts for teaching and learning issues with the view to achieving quality education. By virtue of their formal leadership position in the school hierarchy, they are judged by their efficiency and effectiveness of service through positive learner outcomes. In order to sustain teaching and learning processes, the HoDs should ensure that there is quality curricula supervision. Setting high standards of work in their subject areas and to ensure that the department is working to those standards and holding departmental staff meetings among others are also part of HoDs' role.

In the school setting, head of department are those primarily charged with the responsibility of organizing and implementing educational policies, plans and programmes. In doing so, they make use of available human resources to enhance academic programmes. By human resources, the study is referring to all individuals involved in one way or the other in the daily activities of an establishment. It is necessary to point out that the ability of an organization to achieve its goals depends to a large extent on the quality of human resources at its disposal ([Jaca, 2013](#)). There is rarely any formal leadership training and head of department appointed on the basis of their teaching record rather than their leadership potential.

Moreover, induction and support system for head of department are usually limited ([Haryanto, 2020](#)). Studies indicates that head of department face serious problems with students who cannot pay fees as parents are reluctant to do so, teacher storage and inadequate teaching and learning resources ([Lavy, 2019](#)). In recent years, there has been an increased focus on the professional development of head of department. However, recent studies and reports shows that the systems that prepare educational leaders are in trouble since several problem areas have been identified such as absence of collaboration between schools, districts and colleges and universities, a lack of systematic professional

development and lack of definition of good educational leadership (Mhagama, 2020). Sadly, the focus has been on practicing head teachers and hence not much has been achieved for the future or beginning ones. Moreover, the vast and rapid expansion of education has further led to the appointment of heads who have little experience to fit them, completely for the work that they are required to do and this is a major cause of ineffective leadership in schools (Griffin, 2016).

Every organization has its problems and challenges. Similarly, in schools there exist diverse problems that may tend to threaten the attainment of stated goals. In such circumstances, it is the head of department in the schools that will implement effective strategy to overcome the situation. The school personnel is headed by the head of department whose duty is to play a key role in all department personnel matters. As head of department, they should coordinate the effort and activities of his subordinates with a view to achieving results and to be able to succeed, he should not be rigid but should endeavour to accommodate other ideas (Moradi & Shahbazi, 2016). Thus, some of the challenges which the head of department encounter in the management of learners issues in colleges of education includes; environmental influence, peer influence, negligence of parental role, affluence of the families, separation of children from their parents, challenging family background, drug and substance abuse in schools and communicable disease issues. However, the relationship between the head of department and staff depends on some variables.

These include the attitude of the head of department, is he bossy or easy going?. The attitudes of the staff, how serious are they in their duties? Working conditions for example, where schools management is rigid or autocratic, members of staff would desire to relocate (Victor, 2017). Similarly, a staff who does not diligently discharge his duties can be formally disapproved by his or her supervisor. These variables can constitute to management problems in departments and schools at large. The objective of the study therefore, is to critically assess the administrative challenges facing Heads of Department in colleges of education in South East Nigeria - A case study of the Colleges of Education in Anambra and Imo State.

Statement of the Problem

Educational administration, like any other form of administration be it at the primary level, secondary or tertiary are faced with their challenges. The focus of this study is on the tertiary institution. There has been nationwide complains in the decline in the standard of education in our country mostly in the area of colleges of education graduates and their performances. These could be attributed to a lot of scenario ranging from indiscipline among lecturers, government negligence and insensitivity, incompetence among head of department and inadequate funding encountered by heads of department. All these militate to encompass a greater difficulty and challenges faced by head of department. Hence the success or failure of head of department depends on the viability of aforementioned scenarios.

Challenges tend to impede HODs effort which in effect, affects the success of their role. Some of the challenges include role ambiguity and tension, non or insufficient professional development, lack of support from the school head, lack of understanding of their role, lack of sufficient time to attend to both instructional and non-instructional issues, no pre-service preparation, lack of trust from colleague lecturers resulting in resistance by lecturers, interpersonal relations challenges, disrespect and indiscipline by colleague lecturers, rigid educational framework, uneven distribution of power, insufficient and inappropriate training, lack of pedagogical content knowledge, lack of teaching resources, heavy workload, overcrowding of classrooms, demotivation of lecturers, lecturers absenteeism, and too much paperwork and the like. In an attempt to address such challenges some resort to; engaging in discussion with colleague lecturers for collective solution, substituting absenteeism teachers, taking work home, delegate powers to teachers in their department, and leading by example.

Moreover, the child act which is designed to protect students against all odds tends to hinder head of department when they want to unleash stipulated punishment on students but are handicapped by government ban in 2001. However, with all these problems faced by head of department in carrying out their administrative duties, this study hence, focused on the critical assessment of the administrative challenges facing Heads of Department in colleges of education in South East Nigeria - A case study of the Colleges of Education in Anambra and Imo State; thus suggesting possible solutions in reducing or forestalling these challenges, thereby bringing good administrative back up for head of department in enhancing colleges of education administrations.

Research Objectives

1. Assess how inadequate funding affects the administration of the departments in Colleges of Education in Anambra and Imo State.
2. Determine whether lack of regular supervision militates against the administration of departments in Colleges of Education in Anambra and Imo State.
3. Determine how lack of motivation of lecturers contribute to ineffective administration of departments in Colleges of Education in Anambra and Imo State.
4. Examine how indiscipline on the part of the lecturers and students contribute to the departmental heads administrative problems.

Research Questions

The following research questions would guide the study:

1. What are the effects of inadequate funding on the administration of the departments in Colleges of Education in Anambra and Imo State?
2. How does lack of regular supervision militate against the administration of departments in Colleges of Education in Anambra and Imo State?
3. How does lack of motivation of lecturers contribute to ineffective administration of departments in Colleges of Education in Anambra and Imo State?

4. What are the effects of indiscipline on the part of the lecturers and students on the departmental heads administrative problems?

Hypotheses

- H₀₁:** Inadequate funding does not significantly affect the administration of the departments in Colleges of Education in Anambra and Imo State.
- H₀₂:** Lack of regular supervision does not significantly militate against the administration of departments in Colleges of Education in Anambra and Imo State.
- H₀₃:** Lack of motivation among lecturers does not significantly contribute to ineffective administration of departments in Colleges of Education in Anambra and Imo State.
- H₀₄:** Indiscipline on the part of lecturers and students does not significantly contribute to administrative problems faced by departmental heads in Colleges of Education in Anambra and Imo State.

Literature Review

Concept of Head of Department

The head of department is referred to as the Departmental Administrator. Head of Department is the head administrator of a department who has been appointed by the Vice Chancellor, Provost, school board superintendent, or other body. He makes all major decision regarding the department's safety and the day to day functioning of the school; and has the power to override any decision made by any other authoritative facilitation at the school, with the possible expectation of the board of governors, school council. A head of department also has the ability for certain individual to enter or exit the department's facilities at will. The head of department often in conjunction with the school board, make the decisions which govern the department, as well as having the authority over employment and in some cases firing the staff that goes against ethics. The head of department is often the chief disciplinarian of the students. He or she is assisted by one or more staff, especially in larger departments. Their position is secondary to the head of department with regard to school governance. Assistant to the heads of department generally performs specific duties such as handling students discipline, curriculum and student activities where as the head of department has the ultimate responsibility for the department as a whole.

Managerial challenges facing Heads of Department

The concept of management is a widely used terminology in all kinds of organizations. Meaning of management, according to [Scallion and Tangi \(2022\)](#), is related to internal institution operation in relation with surrounding environment and responsibilities of the governing bodies. [Chabra, Singh and Tiwari \(2019\)](#) assert that management in education sector deals with planning, organizing, directing and controlling for achieving objectives of educational institution. However, [Alan \(2015\)](#) states that the HoD faced several challenges such as shortage of teaching and learn in g facilities, shortage of funds, political issues, misuse of school facilities, poor management, in-effective school leadership, supply of substandard educational resources, inadequate facilities and low staff morale.

Additionally, [Olorunsola and Belo \(2018\)](#) discovered that school administrators faced a challenge in finance which cause inadequate teaching and learning materials to implement educational objectives. Likewise, the study by [Victor \(2017\)](#) found that secondary school heads in Anambra and Imo State do not have managerial competencies in procurement of physical and instructional materials, provision of e-library facilities and equipping classroom and offices with needed furniture for effective material resources management. This implies that most of schools have less effective managerial skills of school resources utilization for quality education.

In the same line, in Tanzania, every individual has equal opportunity to access quality education as a basic human right. Quality education is a basic right entitled to every individual on earth ([Haryanto, 2020](#)). In recent years, education at primary and secondary levels has been provided in terms of free education. In urban areas, there has been existence of high enrolment at primary schools which has led to increase in pupils' population in public schools that led to high completion rate of pupils who join in secondary education level. Overcrowded schools resulted to large class sizes of more than 74 students in a class with teacher-student ratio of more than 45 allocation of instructional material has been unequally and insufficiently distributed, low morale and under performance ([Joshi & Gaddis, 2015](#)). Most of heads of school do not conduct effective supervision of school resources due to some challenges such as inadequate resources, misallocation of resources, lack of supervision skills as well as poor cooperation among staff members ([Issa & Mhagama, 2022](#)). Therefore, existing challenges have led to weak learning outcomes with poor performance in public secondary schools while the blames of failure to attain quality education remains on the shoulders of managers.

Effects of Managerial Challenges in providing Quality Education

Challenges existing within the education management systems lead to effects both at individual and national levels. Challenges concerning inadequate teacher incentives may lead to their absenteeism at the working posts and in classrooms during hours of instructions which lead to loss of instruction time ([Etor, Ekpenyong and Sule 2020](#)). School management is very important to educational achievement. The management of schools are the ones coordinating, harnessing everyone's skills effectively, creating and selling a vision about what is needed to be done in school and creating good relationship between school and the community around in order to achieve their educational goals ([Gaiti, 2010](#)).

[Aboramandan, Albashiti and Dahleez \(2019\)](#) asserts that poor quality education was caused by poor management skills, poor policies, inadequate teaching facilities and non-supportive atmosphere in which teaching and non-teaching staff, students and parents were not working as a team in improving quality education. Moreover, [Edmund and Lyamtane \(2016\)](#) found that learners planned to archive good results but the way the school is managed by school managers and administrators were the most factors which affect quality education because of limited involvement of teachers in decision making. Furthermore, UNICEF's (2000) study on causes of poor academic performance in Latin America found that students whose schools with well-equipped teaching and learning materials had adequate

library but poor management were significantly more likely to show lower test scores than those whose schools with inadequate teaching facilities but with good management. On the other hand, [Scallion and Tangi \(2022\)](#) studied on the roles and responsibilities of school boards in enhancing quality education in Tanzania.

Findings show that quality education was affected by management challenges in a way that members of the school board were not aware of their roles and responsibilities. Also, there was lack of freedom to school board members in planning on availability of requirements such as textbooks, other teaching materials, and to hire teachers.

METHOD

This study adopted a descriptive survey design and was conducted in colleges of education located in Anambra and Imo States. The study's population comprised both lecturers and students from the selected Colleges of Education in these states. A total of six hundred (600) respondents were involved from the participating colleges in Anambra State, Nigeria. Two sources of data collection were utilized to address the research questions. The instruments were administered to the students and lecturers with the assistance of three postgraduate research assistants from each participating institution. These assistants were briefed on the administration procedures. A validated questionnaire titled A Critical Assessment of the Challenges Facing Heads of Department in Colleges of Education in South East Nigeria - A Case Study of the Colleges of Education in Anambra and Imo State (CACFHDCSENCSEAS), designed by the researcher, was constructed in a 4-point Likert scale format. The reliability of the questionnaire was established using Cronbach's Alpha, which yielded an index of 0.88, indicating high internal consistency.

The data analysis for this study involved both descriptive and inferential statistical techniques. Descriptive statistics, including frequencies and percentages, were used to categorize respondents by demographics. Measures like the mean, standard deviation, variance, skewness, and kurtosis were computed to assess central tendency, variability, and the distribution shape. A box plot was employed to visualize and compare responses across different demographic groups, highlighting patterns, outliers, and inconsistencies. The box plot displayed the median, interquartile range, and extreme values, revealing key differences in perceptions about departmental administration. For inferential analysis, an Analysis of Variance (ANOVA) was conducted, showing significant differences between groups. Bootstrapping was used to generate confidence intervals, enhancing the robustness of the results.

RESULT AND DISCUSSION

Table 1. Distribution of Respondents by School Location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	532	88.7	88.7	88.7
	Rural	68	11.3	11.3	100.0
	Total	600	100.0	100.0	

Table 1 presents the distribution of respondents based on school location. Of the total 600 respondents, 532 (88.7%) are from urban areas, while 68 (11.3%) are from rural areas. The valid percent column shows that 88.7% of the respondents are from urban schools, and 11.3% are from rural schools, making the urban group the predominant location. The cumulative percent reaches 100%, confirming the complete distribution of the sample.

Table 2. Age Distribution of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ages 18–30	237	39.5	39.5	39.5
	Ages 31–41	92	15.3	15.3	54.8
	Ages 42–52	207	34.5	34.5	89.3
	Ages 53–65	64	10.7	10.7	100.0
	Total	600	100.0	100.0	

Table 2 displays the age distribution of 600 respondents. The largest group falls within the 18–30 age range, comprising 237 respondents (39.5%), followed by those in the 42–52 range with 207 respondents (34.5%). The 31–41 age group has 92 respondents (15.3%), while the smallest group is the 53–65 range, with 64 respondents (10.7%). The valid percent shows the proportions within each age group, and the cumulative percent reaches 100%, indicating a complete distribution of the sample across all age categories.

Table 3. Age Distribution of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	197	32.8	32.8	32.8
	Female	403	67.2	67.2	100.0
	Total	600	100.0	100.0	

Table 3 displays the age distribution of 600 respondents. The largest group falls within the 18–30 age range, comprising 237 respondents (39.5%), followed by those in the 42–52 range with 207 respondents (34.5%). The 31–41 age group has 92 respondents (15.3%), while the smallest group is the 53–65 range, with 64 respondents (10.7%). The valid percent shows the proportions within each age group, and the cumulative percent reaches 100%, indicating a complete distribution of the sample across all age categories.

Research Question 1: What are the effects of inadequate funding on the administration of the departments in Colleges of Education in Anambra and Imo State?

Table 4 presents the descriptive statistics for the effects of inadequate funding on the administration of departments in Colleges of Education in Anambra and Imo States. For the statement "Departments lack essential teaching materials," the mean is 1.81 (SD = 1.229), indicating moderate agreement, with a positive skewness of 0.995. For "Infrastructure remains poorly maintained," the mean is 3.44 (SD = 0.733), indicating strong agreement, with negative skewness of -1.126. "Limited budget restricts staff training" has a mean of 2.71 (SD = 1.158), with a negative skewness of -0.388. "Departments struggle to implement innovative programs" has a mean of 2.91 (SD = 0.959), with a negative skewness of -0.457.

"Administrative operations are delayed" has a mean of 2.19 (SD = 1.194), with positive skewness of 0.235. "Poor supervision" and "Recruitment of qualified lecturers" both show a mean of 1.67 (SD = 1.120), indicating disagreement, with positive skewness values of 1.278 for both.

Table 4. Descriptive Statistics for Effects of Inadequate Funding on Department Administration

				Bootstrapa			
				95% Confidence Interval			
		Statistic	Std. Error	Bias	Std. Error	Lower	Upper
Departments	N	600		0	0	600	600
lack essential	Mean	1.81		.00	.05	1.71	1.92
teaching	Std.	1.229		-.001	.028	1.170	1.282
materials,	Deviation						
hindering	Variance	1.510		-.001	.069	1.370	1.642
effective	Skewness	.995	.100	.000	.098	.805	1.180
instructional	Kurtosis	-.826	.199	.010	.206	-1.187	-.389
delivery.							
Infrastructure	N	600		0	0	600	600
remains poorly	Mean	3.44		.00	.03	3.38	3.50
maintained,	Std.	.733		-.001	.024	.684	.777
affecting	Deviation						
learning and	Variance	.537		-.001	.035	.467	.603
teaching	Skewness	-1.126	.100	.008	.090	-1.291	-.933
processes.	Kurtosis	.585	.199	-.025	.303	-.057	1.161
Limited budget	N	600		0	0	600	600
restricts staff	Mean	2.71		.00	.05	2.62	2.81
training and	Std.	1.158		-.002	.019	1.115	1.195
professional	Deviation						
development	Variance	1.341		-.004	.044	1.244	1.428
opportunities.	Skewness	-.388	.100	-.002	.065	-.521	-.262
	Kurtosis	-1.304	.199	.010	.082	-1.447	-1.121
Departments	N	600		0	0	600	600
struggle to	Mean	2.91		.00	.04	2.83	2.99
implement	Std.	.959		-.002	.022	.915	.998
innovative	Deviation						
educational	Variance	.920		-.003	.042	.837	.996
programs and	Skewness	-.457	.100	.001	.057	-.569	-.342
initiatives.	Kurtosis	-.795	.199	.004	.088	-.955	-.610
Administrative	N	600		0	0	600	600
operations are	Mean	2.19		.00	.05	2.09	2.28

				Bootstrap ^a			
				95% Confidence Interval			
				Interval			
		Statistic	Std. Error	Bias	Std. Error	Lower	Upper
delayed due to insufficient financial resources.	Std. Deviation	1.194		-.001	.017	1.160	1.226
	Variance	1.426		-.002	.040	1.346	1.503
	Skewness	.235	.100	.000	.070	.097	.366
	Kurtosis	-1.578	.199	.005	.031	-1.624	-1.505
Poor supervision encourages non-compliance with institutional rules and standards.	N	600		0	0	600	600
	Mean	1.67		.00	.05	1.58	1.77
	Std. Deviation	1.120		-.001	.032	1.056	1.178
	Variance	1.254		.000	.071	1.115	1.389
	Skewness	1.278	.100	.001	.106	1.071	1.491
	Kurtosis	-.084	.199	.014	.291	-.602	.546
Recruitment of qualified lecturers becomes challenging without adequate funding.	N	600		0	0	600	600
	Mean	1.67		.00	.05	1.58	1.77
	Std. Deviation	1.120		-.001	.032	1.056	1.178
	Variance	1.254		.000	.071	1.115	1.389
	Skewness	1.278	.100	.001	.106	1.071	1.491
	Kurtosis	-.084	.199	.014	.291	-.602	.546
Valid N (listwise)	N	600		0	0	600	600

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Research Question 2: How does lack of regular supervision militate against the administration of departments in Colleges of Education in Anambra and Imo State?

Table 5. Descriptive Statistics for the Effects of Lack of Regular Supervision on Department Administration

				Bootstrapa			
				95% Confidence Interval			
		Statistic	Std. Error	Bias	Std. Error	Lower	Upper
Departments	N	600		0	0	600	600
operate without	Mean	3.11		.00	.04	3.03	3.19
clear guidance,	Std.	.964		.000	.028	.909	1.016
leading to	Deviation						
administrative	Variance	.929		.001	.053	.826	1.032
inefficiencies.	Skewness	-.947	.100	.002	.064	-1.073	-.819

		Bootstrapa					
		Statistic	Std. Error	Bias	Std. Error	95% Confidence Interval	
						Lower	Upper
Poor supervision encourages non-compliance with institutional rules and standards.	Kurtosis	-.046	.199	.001	.193	-.419	.346
	N	600		0	0	600	600
	Mean	1.67		.00	.05	1.58	1.76
	Std. Deviation	1.120		-.002	.032	1.054	1.177
	Variance	1.254		-.004	.071	1.111	1.386
Academic quality control deteriorates, affecting program accreditation and reputation.	Skewness	1.278	.100	.007	.105	1.079	1.484
	Kurtosis	-.084	.199	.031	.288	-.576	.505
	N	600		0	0	600	600
	Mean	3.16		.00	.04	3.09	3.23
	Std. Deviation	.885		-.001	.030	.825	.940
Staff productivity declines due to lack of accountability and oversight.	Variance	.784		.000	.053	.680	.883
	Skewness	-1.061	.100	.002	.057	-1.170	-.946
	Kurtosis	.575	.199	.004	.229	.142	1.065
	N	600		0	0	600	600
	Mean	3.31		.00	.04	3.23	3.40
Unresolved conflicts among staff escalate, disrupting departmental harmony.	Std. Deviation	.993		-.002	.031	.924	1.049
	Variance	.986		-.004	.061	.854	1.101
	Skewness	-1.217	.100	-.005	.090	-1.410	-1.047
	Kurtosis	.186	.199	.025	.267	-.288	.808
	N	600		0	0	600	600
Poor supervision encourages non-compliance with institutional rules and standards.	Mean	3.01		.00	.03	2.94	3.08
	Std. Deviation	.824		-.002	.024	.775	.870
	Variance	.679		-.002	.039	.600	.756
	Skewness	-.608	.100	.003	.058	-.716	-.490
	Kurtosis	-.057	.199	-.001	.145	-.333	.227
Students' performance is	N	600		0	0	600	600
	Mean	1.67		.00	.05	1.58	1.76
	Std. Deviation	1.120		-.002	.032	1.054	1.177
	Variance	1.254		-.004	.071	1.111	1.386
	Skewness	1.278	.100	.007	.105	1.079	1.484
	Kurtosis	-.084	.199	.031	.288	-.576	.505
	N	600		0	0	600	600
	Mean	1.67		.00	.05	1.58	1.76
	Std. Deviation	1.120		-.002	.032	1.054	1.177
	Variance	1.254		-.004	.071	1.111	1.386

				Bootstrapa			
				95% Confidence Interval			
				Interval			
		Statistic	Std. Error	Bias	Std. Error	Lower	Upper
poorly monitored,	Std. Deviation	1.120		-.002	.032	1.054	1.177
reducing overall	Variance	1.254		-.004	.071	1.111	1.386
academic excellence.	Skewness	1.278	.100	.007	.105	1.079	1.484
	Kurtosis	-.084	.199	.031	.288	-.576	.505
Valid N (listwise)	N	600		0	0	600	600

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Table 5 presents descriptive statistics on the effects of inadequate supervision in Colleges of Education in Anambra and Imo States. For "Departments operate without clear guidance," the mean is 3.11 (SD = 0.964), suggesting moderate agreement, with negative skewness (-0.947). "Poor supervision encourages non-compliance" shows a mean of 1.67 (SD = 1.120), indicating disagreement with a positive skew (1.278). "Academic quality control deteriorates" has a mean of 3.16 (SD = 0.885), reflecting moderate to strong agreement, with a skewness of -1.061. "Staff productivity declines" shows a mean of 3.31 (SD = 0.993), indicating strong agreement, with negative skewness (-1.217). "Unresolved conflicts among staff escalate" has a mean of 3.01 (SD = 0.824), suggesting moderate agreement. "Students' performance is poorly monitored" has a mean of 1.67 (SD = 1.120), showing disagreement, similar to other variables reflecting non-compliance.

Research Question 3: How does lack of motivation of lecturers contribute to ineffective administration of departments in Colleges of Education in Anambra and Imo State?

Table 6: Descriptive Statistics for the Impact of Lack of Motivation on Lecturers' Effectiveness in Department Administration

		Bootstrapa					
		95% Confidence Interval					
		Statistic	Std. Error	Bias	Std. Error	Lower	Upper
Lecturers	N	600		0	0	600	600
exhibit low	Mean	3.39		.00	.03	3.33	3.46
commitment,	Std.	.810		-.001	.031	.750	.874
reducing	Deviation						
productivity	Variance	.657		-.001	.050	.563	.763
and teaching	Skewness	-1.366	.100	.005	.080	-1.526	-1.207
effectiveness.	Kurtosis	1.387	.199	-.005	.300	.795	2.043
Absence of	N	600		0	0	600	600
motivation	Mean	3.41		.00	.03	3.34	3.48

		Bootstrapa					
		95% Confidence Interval					
		Statistic	Std. Error	Bias	Std. Error	Lower	Upper
fosters a lack of innovation in teaching methods.	Std. Deviation	.813		-.001	.031	.751	.874
	Variance	.660		-.001	.051	.564	.765
	Skewness	-1.414	.100	.006	.083	-1.576	-1.247
	Kurtosis	1.471	.199	-.007	.319	.846	2.165
Lecturers' dissatisfaction leads to frequent absenteeism, affecting student learning.	N	600		0	0	600	600
	Mean	3.48		.00	.03	3.41	3.54
	Std. Deviation	.790		-.001	.034	.724	.861
	Variance	.624		-.001	.054	.524	.741
Poor motivation discourages lecturers from engaging in research activities.	Skewness	-1.636	.100	.009	.088	-1.807	-1.462
	Kurtosis	2.286	.199	-.015	.387	1.546	3.063
	N	600		0	0	600	600
	Mean	3.47		.00	.04	3.39	3.56
discourages lecturers from engaging in research activities.	Std. Deviation	.973		-.001	.037	.900	1.051
	Variance	.948		.000	.073	.810	1.105
	Skewness	-1.678	.100	-.001	.123	-1.937	-1.439
	Kurtosis	1.364	.199	.023	.466	.524	2.446
Professional growth stagnates as lecturers lose interest in further development.	N	600		0	0	600	600
	Mean	1.67		.00	.05	1.58	1.76
	Std. Deviation	1.122		-.001	.034	1.052	1.183
	Variance	1.259		-.002	.076	1.107	1.399
Poor supervision encourages non-compliance with institutional rules and standards.	Skewness	1.316	.100	.003	.106	1.122	1.544
	Kurtosis	.040	.199	.021	.311	-.479	.763
	N	600		0	0	600	600
	Mean	1.67		.00	.05	1.58	1.76
Unmotivated staff	Std. Deviation	1.120		-.001	.032	1.053	1.179
	Variance	1.254		-.001	.072	1.109	1.391
	Skewness	1.278	.100	.000	.105	1.073	1.500
	Kurtosis	-.084	.199	.013	.292	-.593	.600
Unmotivated staff	N	600		0	0	600	600
	Mean	1.67		.00	.05	1.58	1.76

		Bootstrapa 95% Confidence Interval					
		Statistic	Std. Error	Bias	Std. Error	Lower	Upper
undermine	Std.	1.120		-.001	.032	1.053	1.179
collaborative	Deviation						
efforts,	Variance	1.254		-.001	.072	1.109	1.391
weakening	Skewness	1.278	.100	.000	.105	1.073	1.500
team spirit.	Kurtosis	-.084	.199	.013	.292	-.593	.600
Valid N	N	600		0	0	600	600
(listwise)							

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Table 6 presents descriptive statistics on how the lack of motivation affects lecturers and, in turn, the administration of departments in Colleges of Education in Anambra and Imo States. For the statement "Lecturers exhibit low commitment, reducing productivity and teaching effectiveness," the mean is 3.39 (SD = 0.810), reflecting moderate agreement, with negative skewness (-1.366). The item "Absence of motivation fosters a lack of innovation in teaching methods" has a mean of 3.41 (SD = 0.813), showing agreement, and skewness of -1.414. "Lecturers' dissatisfaction leads to frequent absenteeism" shows a mean of 3.48 (SD = 0.790), reflecting strong agreement with a higher negative skew (-1.636). "Poor motivation discourages lecturers from engaging in research activities" has a mean of 3.47 (SD = 0.973), indicating strong agreement, with negative skewness (-1.678). However, "Professional growth stagnates as lecturers lose interest in further development" shows a mean of 1.67 (SD = 1.122), indicating disagreement, with positive skew (1.316). The "Poor supervision encourages non-compliance" and "Unmotivated staff undermine collaborative efforts" items, both show means of 1.67 (SD = 1.120).

Research Question 4: What are the effects of indiscipline on the part of the lecturers and students on the departmental heads administrative problems?

Table 7: Descriptive Statistics for the Effects of Indiscipline on Departmental Administration Challenges in Colleges of Education in Anambra and Imo States

		Bootstrapa 95% Confidence Interval					
		Statistic	Std. Error	Bias	Std. Error	Lower	Upper
Indiscipline	N	600		0	0	600	600
disrupts	Mean	3.12		.00	.04	3.05	3.19
teaching	Std.	.887		-.001	.026	.832	.935
schedules,	Deviation						
hindering	Variance	.786		-.001	.046	.692	.875
smooth	Skewness	-.846	.100	.005	.056	-.948	-.733

		Bootstrapa 95% Confidence Interval					
		Statistic	Std. Error	Bias	Std. Error	Lower	Upper
departmental operations.	Kurtosis	.038	.199	-.003	.162	-.262	.365
Frequent	N	600		0	0	600	600
conflicts	Mean	3.44		.00	.03	3.39	3.50
between	Std.	.726		.000	.024	.678	.773
students and	Deviation						
lecturers strain	Variance	.528		.000	.035	.460	.598
departmental	Skewness	-1.113	.100	.005	.089	-1.280	-.940
relationships.	Kurtosis	.532	.199	-.019	.303	-.041	1.134
Non-adherence	N	600		0	0	600	600
to academic	Mean	3.19		.00	.03	3.13	3.25
regulations	Std.	.781		-.001	.019	.743	.816
reduces	Deviation						
institutional	Variance	.609		-.001	.029	.553	.665
credibility and	Skewness	-.518	.100	.003	.068	-.652	-.390
integrity.	Kurtosis	-.678	.199	.000	.158	-.983	-.343
Indiscipline	N	600		0	0	600	600
among lecturers	Mean	3.09		.00	.03	3.02	3.15
affects role	Std.	.813		-.001	.016	.779	.843
modeling for	Deviation						
student	Variance	.660		-.001	.026	.606	.710
behavior.	Skewness	-.310	.100	.002	.068	-.441	-.179
	Kurtosis	-1.033	.199	.004	.115	-1.253	-.797
Mismanagement	N	600		0	0	600	600
of resources due	Mean	3.02		.00	.04	2.94	3.10
to indiscipline	Std.	.913		-.001	.029	.852	.969
compromises	Deviation						
administrative	Variance	.834		-.001	.053	.727	.938
goals.	Skewness	-.930	.100	.002	.052	-1.034	-.824
	Kurtosis	.238	.199	.009	.223	-.167	.719
Poor supervision	N	600		0	0	600	600
encourages	Mean	1.67		.00	.05	1.58	1.76
non-compliance	Std.	1.120		.000	.032	1.057	1.179
with institutional	Deviation						
rules and	Variance	1.254		.000	.071	1.116	1.391
standards.	Skewness	1.278	.100	-.002	.106	1.071	1.482
	Kurtosis	-.084	.199	.008	.290	-.594	.528
Administrative	N	600		0	0	600	600

		Bootstrapa 95% Confidence Interval					
		Statistic	Std. Error	Bias	Std. Error	Lower	Upper
focus shifts to disciplinary issues, neglecting core responsibilities.	Mean	1.67		.00	.05	1.58	1.76
	Std. Deviation	1.120		.000	.032	1.057	1.179
	Variance	1.254		.000	.071	1.116	1.391
	Skewness	1.278	.100	-.002	.106	1.071	1.482
	Kurtosis	-.084	.199	.008	.290	-.594	.528
Valid N (listwise)	N	600		0	0	600	600

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

The descriptive statistics in Table 7 reveal that indiscipline, particularly disruptions in teaching schedules (Mean = 3.12) and conflicts between students and lecturers (Mean = 3.44), significantly affects departmental operations, with moderate to strong agreement among respondents. The non-adherence to academic regulations (Mean = 3.19) further reduces institutional credibility. However, issues like poor supervision (Mean = 1.67) and the shift of administrative focus to discipline (Mean = 1.67) receive less agreement, indicating these concerns may not be as prevalent.

Comparative Analysis of Factors Affecting Departmental Administration Across Demographic Variables

The box plot was used in this study to effectively visualize the distribution, variability, and central tendency of responses across categories such as age, gender, and school location. It highlights the median, interquartile range (IQR), and outliers, allowing for easy identification of patterns, inconsistencies, and differences in perceptions regarding factors affecting departmental administration. For instance, it identifies where responses are tightly clustered or widely spread, and where extreme values (outliers) exist.

Figure 1 shows that for ages 18–30, responses are tightly clustered with medians around 15–20. Ages 31–41 show wider spread, with medians close to 10–25 and outliers below 10. Ages 42–52 have a high spread, with responses ranging 5–30, indicating significant variability. For 53–65, responses center near 10–25 but remain variable. "Inadequate funding" (blue) and "lack of motivation" (purple) have higher medians across groups. Indiscipline (yellow) shows lower responses in younger participants. Outliers appear mostly in younger age groups (e.g., 85, 95, 129).

Figure 2 shows that for males, responses are distributed widely across all factors, with medians ranging from 10–25. Notably, "lack of regular supervision" (green) has a compact range with a median around 15. Outliers appear below 10 (e.g., 176, 210, 480). For females, responses show higher variability, particularly for "inadequate funding" (blue) and "lack of motivation" (purple), with medians between 15–25. "Indiscipline" (yellow) exhibits a narrower spread. Female responses include outliers (e.g., 561, 417, 418). Overall, female

responses display slightly higher variability and medians compared to males, reflecting more diverse opinions regarding administrative challenges.

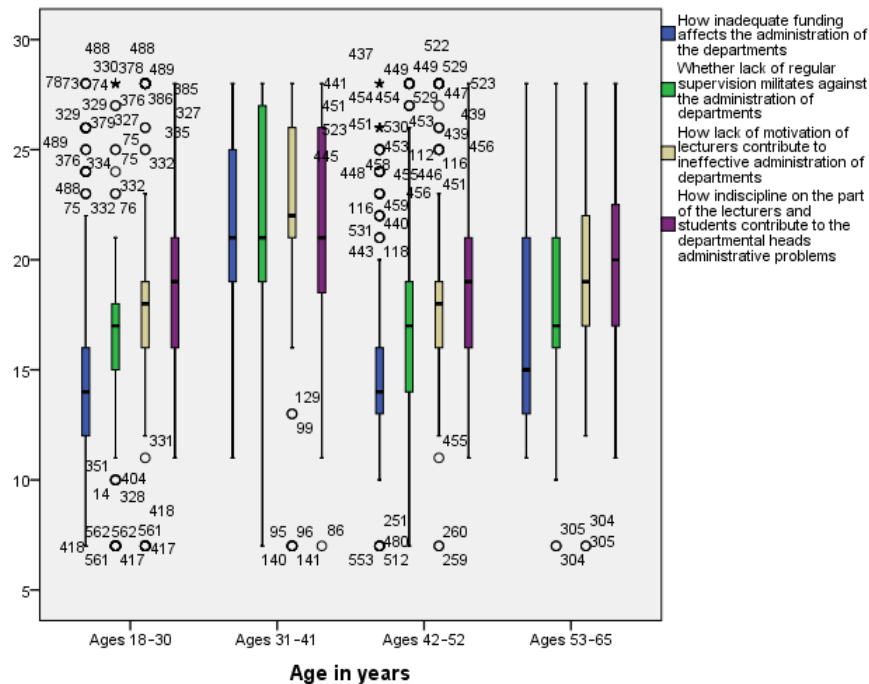


Figure 1: Box plot of age groups showing responses to factors affecting departmental administration, including inadequate funding, lack of supervision, motivation, and indiscipline.

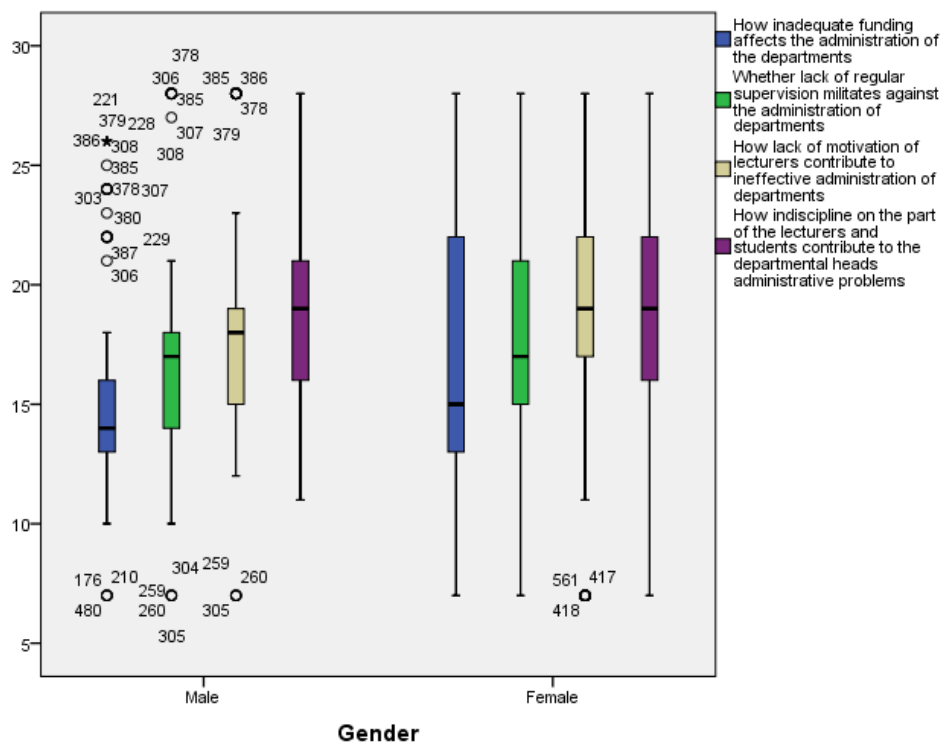


Figure 2: Box plot comparing male and female responses to factors affecting departmental

administration, including funding, supervision, motivation, and indiscipline.

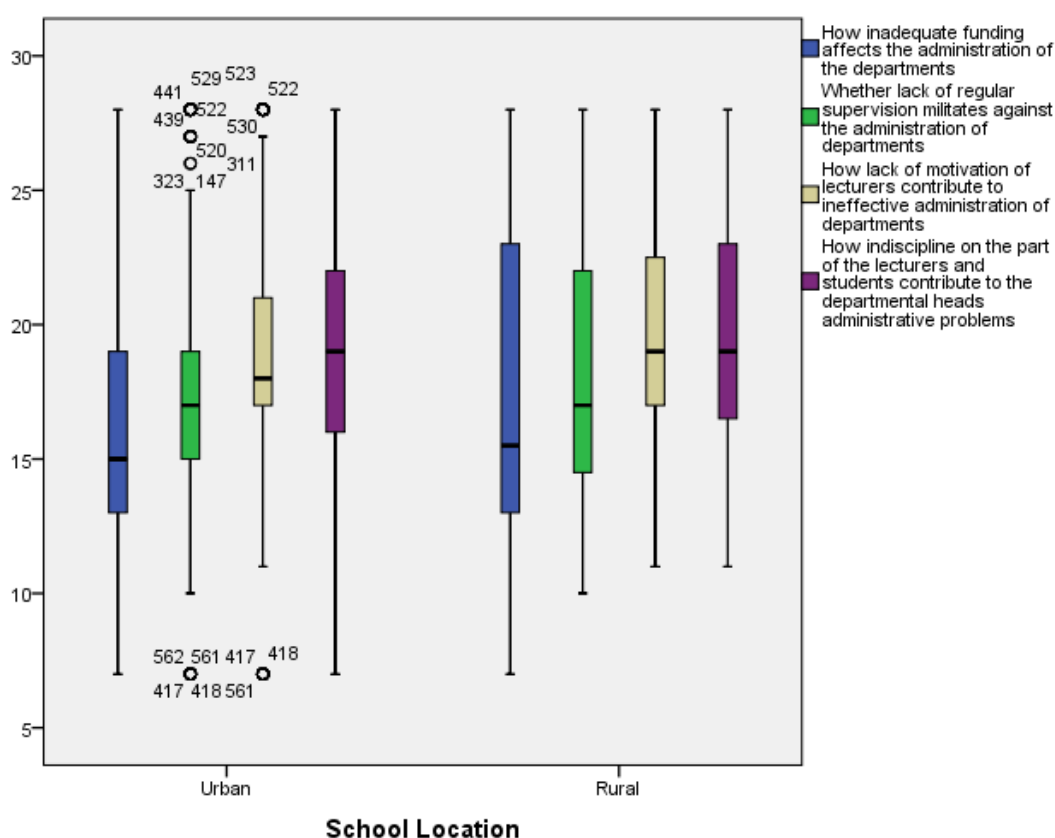


Figure 3: Box plot comparing responses from urban and rural schools on factors affecting departmental administration, such as funding, supervision, motivation, and indiscipline.

Figure 3 shows that in urban schools, responses have a wider range, especially for "lack of motivation" (purple) and "inadequate funding" (blue), with medians around 15–20. Outliers below 10 include values like 417, 418, 561. In rural schools, responses are more consistent across all factors, with narrower spreads and medians clustered around 15–20. "Indiscipline" (yellow) shows a compact range, while "lack of regular supervision" (green) has greater variability. Rural responses exhibit fewer outliers, indicating relatively uniform opinions. Overall, urban responses show higher variability and more extreme values compared to rural schools, reflecting differing perceptions of administrative challenges.

Hypothesis 1: Inadequate funding does not significantly affect the administration of the departments in Colleges of Education in Anambra and Imo State.

Table 8. ANOVA on impact of Inadequate Funding on Departmental Administration in Colleges of Education in Anambra and Imo State

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2459.644	3	819.881	39.719	.000
Within Groups	12302.650	596	20.642		

Total	14762.293	599
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The ANOVA results in Table 8 show that there is a statistically significant difference between the groups in how inadequate funding affects the administration of departments. The F-value is 39.719, with a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis. This indicates that inadequate funding significantly affects the administration of departments in Colleges of Education in Anambra and Imo State. The variation between the groups is substantial, with the Between Groups Sum of Squares being 2459.644 and the Within Groups Sum of Squares being 12302.650.

Hypothesis 2: Lack of regular supervision does not significantly militate against the administration of departments in Colleges of Education in Anambra and Imo State.

Table 9. ANOVA on impact of Lack of Regular Supervision on Departmental Administration in Colleges of Education in Anambra and Imo State

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1759.928	3	586.643	27.106	.000
Within Groups	12898.846	596	21.642		
Total	14658.773	599			

The ANOVA results in Table 9 indicate that there is a statistically significant difference between the groups regarding how lack of regular supervision militates against the administration of departments. The F-value is 27.106, and the p-value is 0.000. Since the p-value is less than 0.05, we reject the null hypothesis. This means that the lack of regular supervision significantly militates against the administration of departments in Colleges of Education in Anambra and Imo State. The Between Groups Sum of Squares is 1759.928, and the Within Groups Sum of Squares is 12898.846, indicating a substantial variation between the groups.

Hypothesis 3: Lack of motivation among lecturers does not significantly contribute to ineffective administration of departments in Colleges of Education in Anambra and Imo State.

Table 10: ANOVA on effect of Lack of Motivation Among Lecturers on Departmental Administration in Colleges of Education in Anambra and Imo State

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1374.505	3	458.168	22.185	.000
Within Groups	12308.828	596	20.652		
Total	13683.333	599			

The ANOVA results in Table 10 reveal that the lack of motivation among lecturers has a significant effect on the administration of departments in Colleges of Education in

Anambra and Imo State. With an F-value of 22.185 and a p-value of 0.000, which is below the 0.05 threshold, we reject the null hypothesis. This implies that the lack of motivation among lecturers is a major factor contributing to ineffective departmental administration. The Between Groups Sum of Squares (1374.505) and Within Groups Sum of Squares (12308.828) suggest substantial variation between the groups, supporting the hypothesis that motivation plays a crucial role in departmental effectiveness.

Hypothesis 4: Indiscipline on the part of lecturers and students does not significantly contribute to administrative problems faced by departmental heads in Colleges of Education in Anambra and Imo State.

Table 11: ANOVA on impact of Indiscipline Among Lecturers and Students on Administrative Problems Faced by Departmental Heads in Colleges of Education in Anambra and Imo State

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	677.646	3	225.882	13.834	.000
Within Groups	9731.448	596	16.328		
Total	10409.093	599			

The ANOVA results in Table 11 show a significant effect of indiscipline among lecturers and students on the administrative problems faced by departmental heads. The F-value is 13.834, and the p-value is 0.000, which is less than the 0.05 significance level. Therefore, we reject the null hypothesis, concluding that indiscipline significantly contributes to administrative challenges. The Between Groups Sum of Squares is 677.646, and the Within Groups Sum of Squares is 9731.448, indicating that the differences between groups are substantial enough to affect departmental administration.

Discussion

Analysis of research question 1 revealed that the effects of inadequate funding reveal that departments experience significant challenges due to financial constraints. The lack of essential teaching materials hampers effective instructional delivery, and infrastructure remains poorly maintained, affecting both learning and teaching. Limited budgets also restrict staff training and professional development opportunities, while innovation in educational programs is stifled. Administrative operations face delays due to insufficient financial resources, and recruiting qualified lecturers becomes increasingly difficult. Poor supervision, driven by these financial constraints, leads to non-compliance with institutional rules and standards. In contrast, a study by [Vincent et al \(2022\)](#) found that inadequate funding in Nigerian higher education institutions led to similar issues, such as poor teaching resources and a lack of faculty development. This finding agrees with that of Famurewa (2014), who reported that insufficient budgets in Nigerian colleges directly impacted staff recruitment and student outcomes. However, unlike the current study, their research highlighted that poor infrastructure was more of a challenge in rural areas. In a related study

by [Zindi and Sibanda \(2022\)](#), financial challenges were identified as key barriers to administrative effectiveness, leading to delays in operations and program implementation.

Analysis of research question 2 revealed that lack of regular supervision leads to various administrative inefficiencies in the departments. Departments operate without clear guidance, leading to poor decision-making and ineffective administration. Furthermore, poor supervision fosters non-compliance with institutional rules and standards, which affects academic quality control, resulting in issues with program accreditation and reputation. Staff productivity declines due to a lack of accountability, and unresolved conflicts among staff escalate, disrupting departmental harmony. Additionally, the lack of proper monitoring negatively impacts students' performance, reducing overall academic excellence. In contrast, this finding aligns with that of Jacob (2020), who reported that inadequate supervision in Nigerian colleges leads to inefficiencies and low staff accountability. Similarly, in a related study by [Bulu and Novita \(2024\)](#), lack of supervision was identified as a major factor in declining academic standards and increasing staff conflicts, which mirrors the results found in this study. This finding agrees with that of Issa and [Mhagama \(2022\)](#), who noted that absence of regular oversight negatively impacts student performance and hinders the overall academic reputation of the institution. Conversely, [Obasi et al \(2017\)](#) emphasized that effective supervision significantly improves both staff and student outcomes, underscoring the importance of accountability.

Analysis of research question 3 indicate that lack of motivation among lecturers significantly contributes to ineffective administration in the departments. Lecturers exhibit low commitment, which reduces their productivity and teaching effectiveness. The absence of motivation leads to a lack of innovation in teaching methods, and lecturers' dissatisfaction often results in frequent absenteeism, which disrupts student learning. Additionally, poor motivation discourages lecturers from engaging in research activities, leading to stagnation in professional growth. Lecturers lose interest in further development, and unmotivated staff undermine collaborative efforts, weakening team spirit and overall department cohesion. In contrast, this finding aligns with the study by [Aboramadan et al \(2019\)](#), which found that lack of motivation among lecturers negatively impacted their commitment and teaching effectiveness. This finding agrees with the work of Chabra et al (2019), who identified that unmotivated lecturers often exhibit low productivity and are less likely to engage in professional development activities. Similarly, in a related study by [Mhagama \(2020\)](#), it was noted that lecturer motivation directly correlates with teaching quality, and unmotivated lecturers often foster a poor learning environment. In contrast, [Moradi and Shahbazi \(2016\)](#) emphasized the positive impact of regular professional development opportunities on lecturer motivation and overall departmental administration.

Analysis of research question 4 revealed that indiscipline among both lecturers and students severely affects departmental administration. Indiscipline disrupts teaching schedules, hindering smooth departmental operations. Frequent conflicts between students and lecturers strain relationships, while non-adherence to academic regulations reduces institutional credibility. Furthermore, indiscipline among lecturers undermines their role modeling for students, and mismanagement of resources compromises administrative

goals. Poor supervision further encourages non-compliance with institutional rules, and administrative focus shifts to handling disciplinary issues, neglecting core responsibilities. In contrast, this finding aligns with the study by [Obasi et al \(2017\)](#), which highlighted how indiscipline disrupts departmental functioning and negatively impacts teaching schedules. This finding agreed with the work of [Ravishankar \(2016\)](#), who found that frequent student-lecturer conflicts contributed significantly to administrative problems. In a related study, [Olorunsola and Bela \(2018\)](#) noted that indiscipline erodes institutional credibility and can damage the overall reputation of the department. Moreover, Scallion and Tangi (2022) emphasized the role of effective supervision in curbing indiscipline and enhancing the overall administrative environment. The study pointed out that indiscipline among lecturers often results in resource mismanagement, which diverts attention from key administrative objectives.

CONCLUSION

This study critically assessed the challenges facing Heads of Department (HODs) in Colleges of Education in South East Nigeria, specifically within the Colleges of Education in Anambra and Imo States. The findings highlighted several significant challenges, including inadequate funding, lack of regular supervision, lack of motivation among lecturers, and indiscipline among both students and lecturers. These issues hinder the smooth functioning of departmental administration, affecting the quality of education and staff productivity. Inadequate funding, in particular, emerged as a major barrier, restricting the ability of departments to provide essential teaching materials, maintain infrastructure, and offer staff development opportunities. Furthermore, poor supervision and a lack of motivation among lecturers led to inefficiencies, declining academic quality, and diminished staff collaboration. Indiscipline was found to exacerbate conflicts, undermine the authority of departmental heads, and compromise the credibility of the institution. To address these challenges, it is essential for educational policymakers and administrators to prioritize adequate funding, implement regular supervision, and foster an environment of motivation and discipline. Strengthening the administrative support systems and promoting professional development for both staff and students will be crucial in improving departmental operations and ensuring the overall success of Colleges of Education in the region. Therefore, concerted efforts from all stakeholders are necessary to overcome these barriers and improve the effectiveness of leadership in educational institutions.

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