

EFFECTIVENESS OF MOTIVATION AND BUDGETARY PRACTICES IN TECHNICAL COLLEGES BY COLLEGE ADMINISTRATORS IN NORTH-EAST GEO-POLITICAL ZONE OF NIGERIA

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ABSTRACT

The motivation methods put in place and the budgetary practices used in the management of technical colleges by college administrators in the North-East Geopolitical Zone of Nigeria were not effective. Consequently, the study examined two purposes of study, answered two research questions and tested one hypothesis. Data were collected from 390 valid copies of a structured questionnaire, which consisted of 75 copies for administrators, 135 copies for technical teachers and 180 copies for students. Mean and standard deviation answered the research questions. The analysis of variance (ANOVA) statistic tested the hypothesis at 0.05 level of significance. The study found 14 motivation methods to be moderately effective, among which were respect for the contribution of members of staff, utilizing the committee system, and initiating staff welfare scheme. On the whole, the methods of motivation being used in the management of technical colleges by college administrators in the North-East Geo-political Zone of Nigeria were moderately effective. Also, budgetary practices in technical college management by college administrators in the North-East Geo-political Zone of Nigeria were effective. The study recommends that administrators of the technical colleges needed to improve on the methods they used to motivate staff and students so that they could carry out their duties as required. Again for budgetary practices found to be effective, there is need for administrators to keep this up with a view to ensuring that funds meant for the technical colleges were judiciously used for developmental purposes.

Keywords: Effectiveness, Motivation Methods, Budgetary practices

1. INTRODUCTION

Technical colleges are among the schools that government in Nigeria established to realize the broad aims of education. Formally called trade centres, they are the principal vocational institutions in Nigeria that give full vocational training to students (Okoro, 2006). They are institutions for achieving the goals of technical and vocational education (TVE), providing training in the following trades: Furniture Making, Block laying and Concreting, Refrigeration and Air-conditioning, and Electrical Installation, among others (Omotosho, 2000; FGN, 2004). The Nigeria National Policy on Education (FGN, 2004) specified that in addition to the trade courses, students should offer general education subjects, among which are English Language, mathematics, chemistry and physics.

Over the years, the number of technical colleges in Nigeria began to rise tremendously. The increase in the number of technical colleges presented management challenges which affected the effectiveness of the administrators of the technical colleges. The term “management”, according to Emmer (1992), refers to the utilization of resources for the achievement of set objectives. The United Nations Educational and Scientific Organization (UNESCO) in Ede (1997) defined management as a social process which is designed to ensure the cooperation, participation, interaction and involvement of others in the effective achievement of a given objective. In this connection therefore, technical college management is the process whereby methods, principles and practices are used to establish, develop and execute educational goals, plans and policies towards the attainment of set goals in technical and vocational education.

The term “effectiveness” refers to “the extent to which students are achieving, the teachers are satisfied, the staff morale is high, student dropout rate is low” (Ukeje, Okorie & Nwagbara, 1992:28). Olaitan, Nwachukwu, Onyemachi, Igbo and Ekong (1999:30) viewed effectiveness as “an indication of the impact of a group of activities performed on the achievement of learning outcomes.” For this study therefore, the term effectiveness refers to the impression made from management practices, resulting in the achievement of the goals of the technical colleges.

One factor which affected the effective management of technical colleges bothered on teacher motivation. Teacher motivation constituted a serious challenge to the management of technical colleges. Literature (for instance, Lassa, 1996, Igbudu, 2004) indicated that many teachers were poorly motivated. Their salaries were poor and were irregularly paid. Their statuses were low and the teaching profession was held in low esteem. There were incessant strikes in schools and colleges across Nigeria as a result of salary issues for teachers. Consequently, teacher productivity in

the technical college system was low (Mamman, 2006; Obodoegbulam, 2007; Oluwakemi, 2011 and Jikah, 2012).

Another factor that affected the management of technical colleges in Nigeria was in the area of budgetary provisions. More often than not, bureaucratic bottlenecks affected principals in using finance to manage the technical colleges (Ihebereme, 2006). Ihebereme (2006) said that such bottlenecks hindered many principals from performing effectively their administrative functions, stressing that even when the colleges generated their own funds, principals were not allowed free hand to use the funds to run the colleges. They were required to first of all, clear with the headquarters. This procedure delayed the execution of many vital programmes by principals. In essence, principals of technical colleges were not given adequate authority in the area of budgetary allocations as school budgets, more often than not, were interfered with by the coordinating body (Oparinde, 2001, Nwokolo, 2002). Oparinde (2001) and Nwokolo (2002) argued that this often weakened the management ability of the principals. Consequently, the management of schools and colleges proved a difficult task. Therefore, the fundamental problem which this study addressed was that management practices relating to teacher motivation and budgetary methods in technical colleges in the North-East Geo-political Zone of Nigeria were not effective.

Objectives of the Study

1. To determine the effectiveness of motivation methods being used in technical college management by college administrators.
2. To determine the effectiveness of budgetary practices being employed in technical college management by college administrators.

The study therefore null hypothesized that, there is no significant difference in the mean scores of administrators, teachers and students on the effectiveness of motivation methods being used in technical college management by college administrators

2. LITERATURE REVIEW

The study was based on the social systems theory whose major proponent was Talcott Parsons, America's preeminent social theorist throughout the mid-20th century (Wikibooks, n.d.). Parson's social systems tended towards equilibrium as the society members' actions are to a significant degree oriented toward a single integrated system of ultimate goals common to the members (Parsons in Heyl, 1968). According to Hoy and Miskel (1982), a social system is a model organization that possesses a distinctive total unity beyond its component parts, made up of subunits, elements and subsystems that are interrelated. A social system has been defined by

Hoy and Forsyth (1986:16) as a set of interacting personalities characterized by interdependencies of elements, complex networks of social relationships, with individual actors motivated by their personalities; it has “distinctive unity that goes beyond its component parts, and interaction with its environment (open system).”

In management, major advocates of the social systems theory are Getzel and Guba (Edem, 2006). According to Edem, Getzel and Guba presented two elements or subsystems of the social systems theory, namely, the nomothetic dimension and the idiographic dimension. According to Ukeje, Okorie and Nwagbara (1992:120 “Each of the two subsystems taken separately explains a portion of behaviour in a social system in sociological and psychological terms”, pointing out that the nomothetic dimension, also called the institutional subsystem, is made up of “the activities and functions of the social system that are accomplished in a fairly stable fashion”. The authors explained that the idiographic dimension, referred to as the personal subsystem, dealt with the individual in the organization, with his personality and his dispositions of love, hate, fear, needs and aspirations.

The social systems theory was found to be relevant in this paper because, as Musaazi (1985) explained, the school is a social system consisting of a community of adults, youths and children working in concert towards the solution to problems of the school. Buttressing this point, Ukeje, Okorie and Nwagbara (1992:119) advanced reasons why the school is a social system, among which are 1) It consists of a clearly defined population...students, teachers, the principals and other school personnel working to achieve the goals of the school; 2) It is a system of social interactions comprising an interdependence of parts. Such social interactions include communicating, cooperating, competing...; 3) Schools are open systems because they are affected by forces from their environments such as values, politics and history of the community. Edem (2006) added that an educational institution is a social system that has people who occupy positions of responsibility based on a hierarchical structure, their activities of which aim at bringing about learning.

The concepts “motivation”, “commanding”, “stimulating”, “directing”, “influencing” and “leadership” have come to be associated with one another and hence, are taken to mean the same thing. According to Ukeje, Akabogu and Ndu (1992), “What Fayol referred to as ‘command’ others have called it ‘directing’, others call it ‘stimulating’ or ‘influencing’, while others call it ‘leadership’. All these words connote the present day concept of making things happen through other people” (p.106). In present day usage, these terms have come to be known as motivation. This study therefore, considers the terms to be synonymous and hence, they are used interchangeably.

Personnel management is an aspect of the managerial function of stimulating commanding, or motivation. Personnel administration embodies human resource management. The management is more open and participatory. Human resource management deals with the activities that lead to staffing and sustaining high employee performance (Robbins & Coulter, 1999). The difference between personnel management and human resource management however, is that in human resource management, the management of the organization relies less on procedure, commands, hierarchical rules and regulations (Jen, 2002).

Motivation, according to Ejiofor (1997) refers to the process whereby a superior officer influences subordinates to perform their duties satisfactorily. In regard to technical and vocational education, Jen (2002) defined motivation as the process that deals with influencing teachers in a positive way so as to work for the achievement of the national objectives of technical education. Jen held that to achieve the objectives of technical and vocational education (TVE), a well-motivated human resource (work force) is required. According to Okoro (2006), the principal of a technical college performs personnel management function by where he develops and maintains a good relationship between himself and his staff and between the members of staff of his school.

Budgeting relates to the way finances are managed in an organization such as the school. In the words of Ede (2002), for effective school budgeting, the budget must be put to use and properly managed. Funds must not be transferred from one account to another that had no allocation. Great set backs are however, experienced in school management in Nigeria due chiefly to the way and manner finances are handled by school heads. Sometimes, as Ede pointed out, school heads may not have a budget in place, or may fail to use the budget, or may face unnecessary intervention by government on political grounds. Buttressing this point, Ochu and Ochu (2002) identified inflation of institution's project costs, record falsification and negligence of regular auditing and nepotism and bribery of government supervisors by institutions' management as some of the problems schools face in managing the school budget. However, in order to curtail expenditure by school heads, Ihebereme (2006) is of the view that controlling agencies should always insist on the principals obtaining clearance from the headquarters before embarking on such expenditure.

Most school expenditures or payments, according to Okeke (1966), are mainly on salaries and allowances, instructional materials like books, sports and visuals, repair to buildings and equipment and on miscellaneous items like speech and prize giving day, and refreshment at meetings, among others. The funds, when judiciously used, will improve the management of schools and colleges in Nigeria. In their separate

submissions, Bray and Lillies (1988) and Igwe (1993) identified the following sources of funds for schools and colleges: town and village development associations, religious organizations and political parties. Others are old boys' associations, business organizations, and boards and local government council members. Sources of funds for technical colleges in Nigeria are derived from PTA donations and levies, societal donations, equipment and sports levy (Ibe, 2002).

Effective management of school funds by principals is however, affected by certain factors. According to Ochu and Ochu (2002), timely disbursement and receipt of funds, expenditure restricted to certain approved budgets, and annual published financial report showing income and expenditure, are among the factors that affect effective financial management by principals. Consequently, Kochhar (2002) stressed that in order for principals to ensure proper management of finances in their schools, they need to carry out the following functions: 1) Prepare a budget; 2) Record receipts; 3) Credit receipts to the fund; 4) Bank receipts; 5) Authorize expenditure; 6) Receive invoices or statements; 7) Make payments for expenditures; 8) Bill expenditure to the proper fund; 9) Issue regular financial reports; and 10) Provide for periodic outside audits.

There are two types of budget that a principal of a technical college can utilize, namely, line-item budget and Planning, Programming Budgeting System (PPBS). The line-item budget is also known as the traditional budget plan, which, in the words of Aliu (2001), has for many years been in use. Aliu explained that in the traditional budget plan, income is identified as the first component. It is followed by educational programme, and then lastly, the educational expenditure. According to Udoh and Akpa (2007), in the line-item budget, each item contains a line to itself and the amount of money budgeted is shown against the item for the year in view. The major disadvantage with the line-item or traditional budget, Udoh and Akpa stressed, is that the preparation is routine and time mechanical. It does not provide room for connecting costs with planning.

In the Programme and Performance Budgeting System (PPBS), the first component of the budget is the educational programme. This is followed by the expenditure and then the income (Aliu, 2001). Aliu explained that planning, the first activity in the PPBS budget plan, entails formulating and forecasting goals and objectives. Programming deals with the process of devising the means necessary for achieving the objectives. The budgeting component deals with the process of transferring the plans and programmes into fiscal terms. The PPBS budget plan tries to answer questions relating to resources among competing claims in a way that meets educational effectiveness (Udoh & Akpa, 2007).

Whether a school administrator is employing the line-item budget or the PPBS budget plan, the process of preparing a budget, according to Okoro (2006:98) is summarized under three types of budget planning. These are:

- 1) Planning the development of a new programme and determining the cost of buildings, equipment, tools and other resources
- 2) Planning the expansion budget for an existing program and determining probable cost of the expansion
- 3) Planning the annual budget for an existing programme, showing anticipated income from government and school fees, and proposed expenditure on staff, equipment and materials

Safeguarding school funds from loss and misuse is an important management function. According to Okeke (1966), the process has much to do with careful accounting and occasional internal or external audit work. Okeke argued that when accurate records are kept and there is periodic audit work, most mistakes, losses and misuse of funds are easily detected. In this connection, Kochhar (2002) stressed the need for principals to keep record of all their financial dealings, pointing out that because principals are accountable to parents and to higher authorities; they need to, from time to time, report back to them on the progress they have made in this direction. Okoro (2006) added that once a budget comes into use, the principal should avoid overspending and funds should be used based strictly on the provisions of the budget. Therefore, where a school administrator operates strictly based on the provisions of the budget, he will be able to curb wastages in the school and have the funds to undertake development. The administrator who is prudent in the management of funds meant for his school will generally be effective in his management practices.

3. METHODOLOGY

The study employed descriptive survey research design which is a non-experimental research whereby a group of people or items are studied by collecting and analyzing data from only a few people or items considered being representative of the entire group (Akuezuilo & Agu, 2003). The area of the study was the North-East Geopolitical Zone of Nigeria. The zone consists of six States, namely, Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe State. The North-East zone lies between latitude 9° -14°E and longitude 11° -14°N (Abdullahi & Musa, 2004, Nigeria Latitude and Longitude, 2012). The North-East has a total of 33 State-owned technical colleges (NABTEB, 2013). The population of the study was 2,008 subjects, made up of 132 administrators (that is, 33 Principals, 66 Vice Principals and 33 Senior Masters), 356 technical teachers, and 1,520 300L students. The Yaro Yamane formula was used to

determine the sample size for students and teachers which stood at 317 and 118 respectively. There was however, no sampling done for the 132 administrators, as their size was manageable. Altogether the sample size for the study was 637 respondents.

A 34-item questionnaire was used to collect data. It was constructed by the researcher, based on existing literature, notably the management task areas of Gorton (1984), the major operational areas of educational management advocated by Campbell and Greggs in Mgbodile (1997), and the management principles of Urwick&Gulick (Edem, 2006). The items in the sections were treated on a five-point scale. Respondents were required to tick the option which best described their views on the items.

The five-point scale treated the items in the sections as follows:

Very Effective (VE)	-	5 points
Effective (EF)	-	4 points
Moderately Effective (ME)	-	3 points
Ineffective (IE)	-	2 points
Very Ineffective (VIE)	-	1 point

Four experts in the field of Industrial Technology Education and Educational Management validated the instrument in terms of face and content validation. In order to obtain a reliable instrument, the validated copy was trial-tested on 20 respondents at the Government Technical College, Bukuru, Jos, Plateau State, Nigeria, made up of four administrators, four teachers and 12 students. The test re-test method of estimating reliability was used to collect data for the reliability of the instrument. There was an interval of two weeks between the first administration of the test and the second. The two tests had the same content and structure. The results of the two tests were correlated using the Statistical Package for Social Sciences (SPSS) version 17, to obtain the Pearson Product Moment Correlation Coefficient (rho). The Pearson (rho) was found to be 0.81.

A total of six weeks was devoted to the administration of the questionnaire. At the end of the exercise, 486 copies of the questionnaire were returned. This represented 81.4%. However, at time of tallying the results, a total of 390 valid copies of the questionnaire were realized. These valid copies represented 65.3% of the total number of copies of questionnaire administered. The valid copies consisted of 75 administrators, 135 technical teachers and 180 students. The analyses of the results were therefore, carried out on the 390 valid copies of the questionnaire. Mean (\bar{x}) and standard deviation ($\bar{\sigma}$) were used to answer the research questions. The analysis

of variance (ANOVA) was used to test the hypothesis at 0.05 level of significance. The Statistical Package for Social Sciences (SPSS) version 17 was used to determine the mean and standard deviation, as well as the ANOVA.

Table 1 shows the true limits of real numbers for the five-point scale and their designations.

Table 1: True Limits of Real Numbers

Limits	Designation
4.50 – 5.00	Very Effective (VE)
3.50 – 4.49	Effective (EF)
2.50 – 3.49	Moderately Effective (ME)
1.50 – 2.49	Ineffective (IE)
0.50 – 1.49	Very Ineffective(VIE)

To effect decision, a mean (\bar{x}) of 3.50 and above was considered “effective” and a mean of less than 2.50 was considered “ineffective”. From the table, mean scores that ranged between 2.50 and 3.49 were considered “moderately effective”. The decision rule for the F-ratio was: reject the null hypothesis if the calculated F-ratio exceeds the tabulated F-ratio; otherwise do not reject the null hypothesis if the calculated value of the test statistic is less than the critical value (Nworgu, 2006).

4. RESULTS AND DISCUSSION

The results of the study are presented here based on the research questions and hypothesis

Table 2: Mean and Standard Deviation of Responses of Administrators, Teachers and Students on the Effectiveness of Motivation Methods Being Used in Technical College Management by College Administrators

S/N	Items	Administrators n _A =75		Tech. Teachers n _T =135		Students n _S =180		Grand Mean \bar{X}_G	Remarks
		\bar{X}_A	σ_A	\bar{X}_T	σ_T	\bar{X}_S	σ_S		
1	Selecting qualified members of staff	3.83	1.29	3.44	1.34	3.26	1.59	3.40	Effective
2	Influencing the employment of qualified members of staff	3.87	1.19	2.64	1.41	3.21	1.46	3.10	Mod. Effect.
3	Assigning staff responsibility	3.95	1.21	3.56	1.42	3.44	1.13	3.57	Effective
4	Guiding staff on the demands of their job	3.48	1.31	2.68	1.41	3.16	1.10	3.05	Mod. Effect.
5	Respect for the contribution of members	3.93	1.19	2.83	1.52	3.46	1.42	3.30	Mod. Effect.
6	Confidence in ability of staff	3.92	1.23	3.67	1.34	3.34	1.22	3.57	Effective

7	Utilizing committee system in administration	3.37	1.15	2.75	1.32	3.48	1.27	3.21	Mod. Effect.
8	Initiating staff welfare scheme	3.32	1.32	2.79	1.33	3.29	1.25	3.12	Mod. Effect.
9	Facilitating staff promotion	4.03	1.08	3.13	1.26	2.99	1.55	3.20	Mod. Effect.
10	Operating an open door policy	3.93	1.16	2.75	1.48	3.12	1.41	3.14	Mod. Effect.
11	Promoting communication among staff	3.77	1.28	3.67	1.37	2.80	1.26	3.28	Mod. Effect.
12	Utilizing maximally staff skills	3.77	1.38	3.48	1.40	3.61	1.09	3.59	Effective
13	Recommending for staff professional development	3.45	1.31	3.76	1.66	2.81	1.22	3.26	Mod. Effect.
14	Involving staff in decision-making	3.53	1.48	3.53	1.36	3.37	1.36	3.45	Mod. Effect.
15	Administrator and staff as partners in progress	3.77	1.38	3.48	1.31	3.08	1.67	3.35	Mod. Effect.
16	Working to increase friendliness	3.67	1.02	2.92	1.31	2.96	1.23	3.08	Mod. Effect.
17	Prompt payment of staff remuneration	3.97	1.13	3.06	1.34	3.65	1.33	3.51	Effective
18	Promoting a secure work atmosphere	3.51	1.14	2.94	1.40	2.74	1.19	2.95	Mod. Effect.
Grand Mean			3.73		3.17		3.21		3.29
Mod. Effect.									

In Table 2, the grand mean scores of the results ranged from 2.95 - 3.59. The standard deviation of the mean scores of the responses of the respondents ranged between 1.02 and 1.67. The deviations indicate that the response scores are closer to the mean. In the table, four items were rated effective by respondents. The items are 3, 6, 12 and 17. The remaining 13 items, namely, 1, 2, 4, 5, 7, 8, 9, 10, 11, 13, 14, 15, and 18, were rated moderately effective. The overall grand mean of the table is 3.29. This result shows that the methods of motivation being used in the management of technical colleges by college administrators in the North-East Geo-political Zone of Nigeria are moderately effective.

Table 3: Mean and Standard Deviation of Responses of Administrators on the Effectiveness of Budgetary Practices Being Employed in Technical College Management by College Administrators

S/N	Items	Administrators n _A =75		Remarks
		\bar{X}_A	σ_A	
1	Preparation of the college's yearly budget	3.85	1.25	Effective
2	Receipting of financial allocation from government	2.92	1.26	Mod. Effect.

3	Receipting of monies from levies	3.67	1.27	Effective
4	Maintaining a cash book	4.03	1.01	Effective
5	Crediting receipts to proper fund	3.93	1.12	Effective
6	Authorization before expenditure	3.83	0.99	Effective
7	Expenditure based strictly on budget provisions	3.45	1.14	Mod. Effect.
8	Banking money receipts before expenditure	3.67	1.25	Effective
9	Billing of expenditure to proper account	3.53	1.20	Effective
10	Preparing a comprehensive system of school purchase	3.72	1.39	Effective
11	Providing for a system of internal auditing	4.07	1.01	Effective
12	Providing for periodic outside audit	3.35	1.21	Mod. Effect.
13	Keeping of school records properly	3.76	1.36	Effective
14	Accounting for school property	3.40	1.17	Mod. Effect.
15	Adjusting school needs to available funds	4.00	1.01	Effective
16	Evaluating the budget from time to time	3.49	1.28	Mod.. Effect
Grand Mean		3.67		Effective

In Table 3, the mean scores of the respondents ranged from 2.92 – 4.07. The standard deviation of the mean scores of the responses of the respondents ranged between 0.99 and 1.59. The deviations point to the fact that the scores of the respondents are closer to the mean. Out of the 16 items in the table, 11 items were rated effective. They are items 1, 3, 4, 5, 6, 8, 9, 10, 11, 13 and 15. Five of the items were rated moderately effective by respondents and are items 2, 7, 12, 14 and 16. The overall grand mean of the table is 3.67. This result indicates that budgetary practices in technical college management by college administrators in the North-East Geo-political Zone of Nigeria are effective.

Test of Hypothesis

There is no significant difference in the mean scores of administrators, teachers and students on the effectiveness of motivation methods being used in technical college management by college administrators

The data which tested this hypothesis are presented in Table 4.

Table 4: Analysis of Variance (ANOVA) Test for Comparing the Mean Scores of Responses of Administrators, Teachers and Students on the Effectiveness of Motivation Methods Being Used in Technical College Management by College Administrators

Sources of Variation	df	Sum of Squares	Mean Squares	F-cal	F-critical	Significance	Decision
Between Means	2	3.47	1.73	18.41	3.18	S	Reject
Within Means	51	4.81	0.09				
TOTAL	53	8.28					

At degrees of freedom (df) 2 and 51 and level of significance 0.05, the calculated value F (F-cal) is 18.41. This is result is much higher than the critical value (F-crit) of 3.18. It shows that there is a significant difference in the mean scores of the responses of administrators, technical teachers and students on the effectiveness of motivation methods being used in technical college management by college administrators. Therefore, the null hypothesis, H_{04} , is rejected. In Table 5, a Scheffe post hoc test was carried out to determine the respondent group that was responsible for the significant difference in the mean scores of the respondents.

Table 5: Scheffe's Pair-wise Comparison on the Mean Scores of Responses of Administrators, Teachers and Students on the Effectiveness of Motivation Methods Being Used in Technical College Management by College Administrators

Pairing type	Df	F _s	F prime (F')	Result
Admin vs Tech. teachers	2	14.95	6.36	$F_{S1} > F'$
Admin vs Students	2	12.86	6.36	$F_{S2} > F'$
Tech. teachers vs Students	2	0.12	6.36	$F_{S3} < F'$

The result of the Scheffe test in Table 5 shows that the Scheffe values, F_s , of 14.95 and 12.86 for tests between administrators and technical teachers and between

administrators and students respectively, have exceeded the F' of 6.36. However, there is no significant difference in mean scores for test between technical teachers and students as their Scheffe value of 0.12 is far less than the F' . This means that administrators are the respondents group responsible for the significant difference in the mean scores of the respondents on the effectiveness of motivation methods being used in technical college management.

5. CONCLUSION AND RECOMMENDATIONS

The methods of motivation and budgetary practices used in the management of technical colleges in the North-East Geo-political Zone of Nigeria were only moderately effective. The implication of finding the motivation methods used in the management of technical colleges moderately effective was that teachers and students had not been sufficiently motivated by administrators to perform. Where teacher motivation was not adequate, productivity would not be high. This had the propensity to cause disaffection between administrators and their staff. It could as well lead to communication gap between administrators and staff. The administrators therefore, needed to do more to motivate staff and students, so that they and the staff could work harmoniously towards the realization of the goals of the technical colleges.

In the same vein, those budgetary practices used in the management of the technical colleges, found to be moderately effective, imply that the finances accruing to the colleges were not likely to be judiciously utilized, as there was the tendency for corruption to erupt in the technical colleges. Laid down financial regulations were likely to be abused. Consequently, school developmental programmes would not be vigorously pursued. This would further instill in students corrupt tendencies, especially as regards the management of public finances.

Arising from the findings of this paper, it is suggested that there is the need to improve some of methods of motivation such as the contribution of members of staff, utilizing the committee system, and initiating staff welfare scheme being used in the management of technical colleges by administrators in the North-East Geo-political Zone of Nigeria based on the fact that on the whole, they were moderately effective not effective so that staff and students could carry out their duties as required. However, the following motivation methods: assigning staff responsibility, confidence in ability of staff, utilizing maximally staff skills and prompt payment of staff remuneration, among others must be practiced for they were effective in motivating staff and students.

The study also recommended that the preservation of the following budgetary practice: preparation of a yearly budget, maintaining a cash book, crediting receipts

to proper fund, banking money before expenditure and preparing a comprehensive system of school purchase, keeping school records properly, and adjusting school needs to available funds, among others for they were found to be effective in technical college management.

Budgetary practices used in the management of the technical colleges, found to be moderately effective should be upgraded by ensuring that the finances accruing to the colleges were judiciously utilized to avoid corruption and its consequences.

Administrators should try to minimize, if possible eliminate the different perception that exist among them, teachers and students on motivation so that they could all agree on best motivation methods that would boost their morals, hence lead to improve effectiveness

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