

RESEARCH ARTICLE



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THE USE OF SCHOOL SERVICES IN THE MANAGEMENT OF TECHNICAL COLLEGES IN NORTH-EAST GEO-POLITICAL ZONE OF NIGERIA

Dr. S. S. MANABETE¹, SYLVESTER T. DUWA²

¹Academic Planning Unit, Adamawa State Polytechnic, Yola, Nigeria

²Federal College of Education, Pankshin, Plateau State, Nigeria



Dr. S. S. Manabete



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ABSTRACT

A fundamental problem that affected the management of technical colleges in the North-East Geo-political Zone of Nigeria was that school services such as students' health services, feeding programme and extra-curricular activities were ineffective as in several technical colleges, the school services were either non-existent or were operated skeletally. The study therefore examined the effectiveness of school services in the technical colleges. The study answered one research question and tested one hypothesis. As a descriptive survey research design, a 15-item structured questionnaire, designed by the research based on available literature, collected data from respondents. The instrument was validated by experts in Industrial Technology Education and Educational Management. It was administered on 597 respondents, after it was trial tested on 20 respondents from a technical college outside the study area. The test re-test method estimated the coefficient of stability of the instrument which stood at 0.81. At the end of the administration of the instrument which took a space of six weeks, a total of 390 valid copies were obtained, made of 75 administrators, 180 teachers and 180 students. The analysis of the results was carried out on the 390 valid copies of the questionnaire. Finding showed that school services such as health services, computer services, advisory services, library services, tailoring services and careers day in technical colleges in the North-East Geo-political Zone of Nigeria were moderately effective. Similarly, finding showed that there was a significant difference in the mean scores of administrators, teachers and students on the effectiveness of school services in technical college management. The result of a post hoc Scheffe test revealed that administrators were responsible for the significant difference in the mean scores of respondents. The findings of the study implied that administrators of the technical colleges need to put in more effort to improve school services in the colleges. This is necessary so as to forestall any breakdown of law and order, arising mainly from the absence of the services. Consequently, the study recommended that in order to improve the effectiveness of the management of the technical colleges, they need to adopt appropriate strategies such as providing effective health services, library services, extra-curricular activities, careers day, information services and utilities services.

Key words: Effectiveness Management School services

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INTRODUCTION

Education has been viewed as an instrument par excellence for effecting national development. It aims to equip individuals with knowledge and skills to enable them organize and analyze ideas for the development of the society (FRN, 2004; Daramola, 2006). The type of education that equips individuals with knowledge and skills in order for them to become functional members of the society is technical and vocational education (TVE). The goals of TVE, as spelt out in the National Policy on Education (FRN, 2004) are: to provide trained manpower in the applied sciences, technology and commerce, particularly at sub-professional level; to provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; to provide people who can apply scientific knowledge to the improvement and solution of environmental problems for the convenience of man; to give an introductory professional studies in engineering and other technologies; and to give training and impart the necessary skills to individuals who shall be self-reliant and enterprising economically.

One of the institutions set up by government to realize the goals of technical and vocational education is the technical college. In the word of Okoro (2006), technical colleges are the principal vocational institutions in Nigeria which provide a three-year training that leads to the award of an "O" level certificate known as the National Technical Certificate (NTC) or the National Business Certificate (NBC). Initially, graduates were awarded the City and Guilds/WAEC (Technical) Certificate. At the end of their training, graduates of the technical college system have opportunity to further their education in a polytechnic or college of technology of university or to enter into self employment and then contribute their quota to the development of society.

In order to realize the goals of the TVE, technical colleges need to be effectively managed. The term "management" is defined by Aliu (2001) to mean the search for the best use of resources (men, money, materials and methodologies) in pursuit of the objectives of the organization. Okeke (2001) defined it as a term that deals with the process of accomplishing objectives with available resources. The term "effectiveness", according to the BusinessDictionary.com (n.d.) means the degree to which targeted problems are solved. It means doing the right thing, in contrast to the term "efficiency" which means doing the thing right. The Dictionary.com (n.d.) defined effectiveness as adequate to accomplish a purpose. It means producing the intended or expected result. Wikipedia (n.d.) also defined effectiveness relating to management to mean getting the right things done. The Free Dictionary (2012) viewed effectiveness as a concept which produces a strong impression or response, or having an intended or expected effect. In effect, the term effectiveness is viewed as the accomplishment of the common purpose of an organization. In the words of Ukeje, Okorie and Nwagbara (1992) effectiveness deals with the accomplishment of the cooperative purpose which is social and official in nature, and is often indicated by extent of student achievement, level of staff moral and staff satisfaction and as well the level of student dropout rate. Furthermore,

Over the years, the management of technical colleges in Nigeria has been affected by several factors. One of the factors deals with the availability and use of school services. Inadequate school services, coupled with political instability and poor management of resources presented serious difficulties in the management of technical colleges. Before the Second Republic which began in 1979, there were fairly adequate school services for many schools in Nigeria. Students' health services, feeding programme and extra-curricular activities fared well (Owolabi, 1991). From the 1990s however, many school services were either non-existent or were operated skeletally (Nwokocha, 2002, Bala, 2006). School services for proper management of technical colleges in the North-East Geo-political Zone of Nigeria were therefore, not effective.

Purpose of the Study

The purpose of the study was to determine the effectiveness of school services provided in technical college management by college administrators

.Research Question

How effective are school services provided in the technical college management by college administrators?

Hypothesis



There is no significant difference in the mean scores of administrators, teachers and students on the effectiveness of school services provided in technical college management by college administrators

Review of Related Literature

The study is 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.). Major advocates of the social systems theory are Getzel and Guba who presented two elements or subsystems of the social systems theory, namely, the nomothetic dimension and the idiographic dimension. (Edem, 2006).

According to Adesina (1990), school services for a school are designed mainly for students since the schools are built mainly to cater for the needs of students and not for teachers, parents and educational administrators. Emeruwa (1996) viewed that school services need to be considered as part of the overall educational programme for the overall development of students. Identifying school services, Ovard in Mbodile (1997) listed types of school services as orientation of new students, guidance and counseling and safety and health programmes, among others. Literature also revealed other school services as food and shop services, preps and extracurricular activities (Emeruwa, 1996; Edem, 2006; Udoh & Akan, 2007). They services are intended to effectively assist school administrators in their managerial tasks and duties.

Extracurricular or co-curricular services, also called student activities (Gorton, 1984), is an essential student service programme for effective management of schools. Gorton explained that this type of programme assists students to learn how to use their leisure time more wisely and to increase their knowledge and skill in functioning as leaders and as members of a group. The programme of activities for a school, according to Emeruwa (1996), includes all forms of physical education (games, exercises, sports and recreation) It includes various kinds of group and club activities (religious, cultural, agricultural...). In the opinion of Ethe (2005), games, for example, promote fascinating challenges to the learner and as well adds interest activity and novelty to the lesson. In the words of Edem (2006) such outdoor activities contribute to the social, emotional, physical, and intellectual development of students. They enforce indoor learning. Sports, for instance, contribute to the character, social and physical development and as well as for health and mental growth. Edem highlighted that the activities include clubs and societies such as Science Society, Musical Society and Young Farmers' Club.

It appears that sports facilities in Nigeria's institutions of learning are grossly inadequate. Mgbor and Anya (2005) ex-rayed the state of facilities in Nigerian schools and discovered among others, that there was low level awareness of the importance of sports programmes, there were inadequate funds for sports facilities and equipment, and on the whole, sports facilities in the schools were in a poor state. In fact, Mgbor and Anya concluded that in schools and colleges, sporting facilities and equipment were almost non-existent. This situation has serious adverse effects on the management of the schools and colleges.

Besides sports and other recreational activities, the students' extracurricular programme includes the student council and the student newspaper. The student council is comprised of representatives who have been elected to their positions by the school's students population, and an adviser who is appointed by the principal (Gorton, 1984). As a management strategy, Mbogdile (1997) opined that the school administrator has to devise means of involvement of students in the formulation of roles and policies that affect them. The administrator will also be required to involve the students in the planning and implementation of co-curricular activities like sports and games and as well in the discipline and control of student behaviour. The school administrator will need to assist the students to set up their own union and government. The student union and government, according to Edem (2006), is one method whereby students are assisted to develop political awareness and sensitivity to participate in school governance. It need be added that students can participate in the management of a school by being appointed to prefectship positions and by attending staff meetings where decisions on such things as food, sports and social activities are expected to be taken.

Health services are one of the services that make for effective school management. According to Schaller in Gorton (1984:394), "The basic premise for having a school health program, of course, is that if a



child is not in a state of good health, he or she will not be able to learn as effectively.” Speaking in similar vein, Gorton explained that the primary purpose of the school health programme is to assess and diagnose the health status of students in the school, and to work with teachers, parents, administrators, and others to promote better students’ health habits and practices. As explained by Edem (2006), every school needs to make provision for the medical care of its students. A dispensary located in an institution will treat students’ minor ailments and first aid. In the word of Udoh and Akpa (2007), school health services will include personnel like the school nurse, dentists, doctors and other medical personnel who are expected to work in the school setting. Udoh and Akpa decried the condition of health services in educational institutions in Nigeria, stating that most schools are unable to provide full time services of these personnel. However, it is obvious for a school to have a nurse who will assist in attending to minor medical cases in the schools and then making referrals in severe medical cases.

A school or college requires a guidance and counseling programme in order for it to operate effectively. According to Gorton (1984), a school counselor shows concern for and assists in the planning of students’ educational, career, personal, and social development. The counselor also assists students by encouraging them to participate in appropriate school activities with a view toward increasing their effectiveness in personal and social activities. School administrators need to morally support the guidance and counseling programme by working with counselors to increase their awareness of unmet guidance needs of students, teachers, and parents. Gorton added that school administrators need to develop on the part of students, teachers, and parents a better understanding of the guidance programme and the role of the counselor.

It need be added also that the guidance and counseling programme needs to be viewed by school administrators as a vital organ which assists in the effective management of schools through appropriately counseling and guiding of students. In view of this, Mallum (1990) said that a person who is well counseled on the dangers of indulging in drugs, premarital sex and in alcoholic drinks will undoubtedly grow up to be a responsible member of the society. According to Apologun (2005), a school guidance and counseling programme must therefore, be geared toward providing the assistance to students towards understanding, accepting and utilizing abilities and interests in relation to students’ individual aspirations. Buttressing this point, Edem (2006) explained that school guidance and counseling services are advisory services to students. Nowadays, the alarming rate of school drop outs can be reduced if adequate guidance and counseling to students to assist students make wise and informed choices about occupations or careers.

The students’ feeding programme is an effective school service that can bring down a school management if not carefully handled. According to Edem (2006), food is a common source of students’ behaviour problems in schools. Students can easily react violently if food given to them is insufficient or is of poor quality. Even when meals are not punctually served, students are likely to go on demonstrations. Edem explained that students’ food services require careful planning and implementation. Buttressing this point, Udoh and Akpa (2007) said that almost all demonstrations, riots and destruction of school property are elements of students’ dissatisfaction with the school’s feeding programme. In most schools, the students’ feeding programme is ineffective. One way out of food problems in schools is to allow the operation of shops, as explained by Udoh & Akpa is to establish small school shops. In such shops, students are able to find readily available items like soft drinks, biscuits, soap and detergents. In addition, government policy has now been directed at deboarding system of schooling where money for students’ feeding budgets has been cut.

Other aspects of the school services programme are school orientation programme for new students and students’ “preps”. According to Edem (2006), new students require a period of orientation during which activities are organized to let the students become acquainted with the school in relation to the staff and with fellow students. The orientation exercise provides an avenue where students are exposed to the school’s demands and then become absorbed into the new society. Periods for preps, according to Udoh and Akpa



(2007), need to be purposely utilized by students. Study prefects are normally appointed to supervise the preps.

The way school services are perceived has much to do with the success of the services. In the words of Ijaduola (2001), in an educational institution, "the success or accomplishment of services hinges to a great extent on how such services are perceived by the people in the institution" (p.82). Ijaduola stressed that if the services are positively perceived, there is the likelihood that the main function which the services are designed to serve would be realized. On the other hand, if the services are negatively perceived, the main functions of the services will not be realized. School administrators need to be careful about choosing school services. Viable services should be able make people to develop positive attitudes towards them.

Methodology

The study employed descriptive survey design 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 to be representative of the entire group (Akuezilo & Agu, 2003). The area of the study is 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 15-item questionnaire was used to collect data. It was constructed by the researcher, based on existing literature, notably the management task areas of Gorton (1994), 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 (ρ). The Pearson (ρ) 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 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 (σ) were used to answer the research



questions. The Statistical Package for Social Sciences (SPSS) version 17 was used to determine the mean and standard deviation, as well as the analysis of variance (ANOVA).

Table 1 shows the true limits of 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, means that ranged between of 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).

Results and Discussion

The results of the study are presented in tables based on the research questions and hypothesis, as follows:

Research Question

How effective are school services provided in the technical college management by college administrators?

The data collected to provide answer to this research question are presented in Table 1.

Table 1: Mean and Standard Deviation of Responses of Administrators, Teachers and Students on the Effectiveness of School Services Provided in the Technical Colleges by College Administrators

S/N	Items	Administrators $n_A=75$		Tech. Teachers $n_T=135$		Students $n_S=180$		Grand Mean	Remarks
		\bar{X}_A	σ_A	\bar{X}_T	σ_T	\bar{X}_S	σ_S	\bar{X}_G	
1	School health services	3.25	1.39	3.27	1.34	2.63	1.24	2.97	Mod. Effect.
2	Computer services	3.01	1.27	3.10	1.39	2.21	1.37	2.67	Mod. Effect.
3	School guidance services	3.40	1.34	3.96	1.07	3.43	1.41	3.61	Effective
4	School advisory services	3.24	1.41	2.98	1.50	2.62	1.17	2.86	Mod. Effect.
5	School meal programme	3.53	1.42	3.89	1.13	3.24	1.61	3.52	Effective
6	Library services	3.20	1.54	3.83	1.09	3.33	1.06	3.47	Mod. Effect.
7	Tailoring services	3.27	1.47	3.68	1.23	2.72	1.34	3.15	Mod. Effect.
8	Programme for orientation of students	4.01	1.08	3.33	1.32	3.89	0.98	3.72	Effective
9	Extra-curricular activities	3.25	1.37	3.39	1.31	3.33	1.31	3.33	Mod. Effect.
10	Careers day	3.28	1.27	3.13	1.34	2.98	1.38	3.08	Mod. Effect.



11	Speech and prize giving day	3.89	1.30	3.64	1.40	3.19	1.17	3.48	Mod. Effect.
12	Information services	3.57	1.18	3.19	1.34	2.89	1.40	3.12	Mod. Effect.
13	Exhibitions	3.24	1.38	2.98	1.27	3.42	1.54	3.23	Mod. Effect.
14	Commercial services of school workshop	3.36	1.33	3.44	1.36	3.65	1.36	3.52	Effective
15	Utilities services (e.g. water, electricity)	3.43	1.20	3.82	1.01	2.93	1.47	3.33	Mod. Effect.
Grand Mean			3.60	3.29	3.04			3.27	Mod. Effect.

The grand mean scores of the table ranged between 2.67 and 3.72. The standard deviation of the mean scores of the responses of the respondents ranged between 0.98 and 1.61. This shows that respondents' views do not differ significantly from each other. Out of the 15 items in the table, only four items were rated effective by respondents. The items are 3, 5, 8 and 14. The remaining items, that is, 1, 2, 4, 6, 7, 9, 10, 11, 12, 13 and 15 have been rated moderately effective by respondents. The overall grand mean of the table is 3.27. The result of this study shows that school services in technical colleges in the North-East Geo-political Zone of Nigeria are moderately effective.

Hypothesis

There is no significant difference in the mean scores of administrators, teachers and students on the effectiveness of school services provided in technical college management by college administrators.

The data that tested this hypothesis are presented in Table 2.

Table 2: Analysis of Variance (ANOVA) Test for Comparing the Mean Scores of Responses of Administrators, Teachers and Students on the Effectiveness of School Services 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	2.51	1.26	10.36	3.20	S	Reject
Within Means	45	5.46	0.12				
TOTAL	47	7.97					

In Table 2, testing at degrees of freedom (df) 2 and 45 and level of significance 0.05, the calculated value F (F-cal) is 10.36. This result is far higher than the critical value (F-crit) of 3.20. This indicates that there is a significant difference in the mean scores of the responses of administrators, technical teachers and students on the effectiveness of school services provided in technical college management by college administrators. Therefore, the null hypothesis, H_{06} , is rejected. A post hoc test using Scheffe however, established which respondent group created the significant difference. The result of this test is presented in Table 3.

The result of the Scheffe test in Table 3 shows that no significant difference in mean scores exists between administrators and technical teachers and between technical teachers and students. This is because their Scheffe values of 3.20 and 2.10 respectively are lower than the F prime (F') value of 6.40. However, a significant difference exists in mean scores of administrators and technical teachers as their Scheffe value of 10.5 has exceeded the F' value. Therefore, administrators are the respondent group responsible for the significant difference in the mean scores of the responses of administrators, technical teachers and students on the effectiveness of school services provided in technical colleges by college administrators. In addition, it



can be observed from the ANOVA tables in Appendix M that the mean score of administrators is relatively higher than those of technical teachers and students.

Table 3: Scheffe's Pair-wise Comparison on the Mean Scores of Responses of Administrators, Teachers and Students on the Effectiveness of School Services in Technical College Management by College Administrators

Pairing type	Df	Fs	F prime (F')	Result
Admin vs Tech. teachers	2	3.20	6.40	$F_{S1} < F'$
Admin vs Students	2	10.5	6.40	$F_{S2} > F'$
Tech. teachers vs Students	2	2.10	6.40	$F_{S3} < F'$

Findings of the Study

The results of the study have revealed the following findings:

1. Four school services were found to be effective. They are school guidance services, school meal programme, school orientation programme and commercial services of the school workshop.
2. Eleven school services were found to be moderately effective. They are health services, computer services, advisory services, library services, tailoring services and careers day, among others.
3. On the whole, school services in technical colleges in the North-East Geo-political Zone of Nigeria were moderately effective.
4. There was a significant difference in the mean scores of administrators, teachers and students on the effectiveness of school services in technical college management. The result of a post hoc Scheffe test revealed that administrators were responsible for the significant difference in the mean scores of respondents.

Discussion of Findings

The study found the following school services to be effective: students' feeding programme, school guidance programme, orientation programme and speech commercialization of school workshops. This finding agrees with Mallum (1990) who said that with an effective school guidance programme in place, a student who is well counseled will not indulge in drugs, sexual assault and other social ills. The finding of the study also agrees with Gorton (1984) who said that an effective school guidance counselor shows concern for and assists students' educational career, personal and social development. Buttressing this point, Apologun (2005) said that an effective school guidance programme assists students to understand, accept and utilize their abilities in relation to their aspirations. The students' feeding programme found to be effective agrees with Edem (2006) who argued that the feeding programme, if effective, enhances school management. Edem stressed that food is a common source of students' behaviour problems in schools. Consequently, students' food services require careful planning and implementation. The school orientation programme found by the study to be effective also agrees with Edem (2006) who said that the programme accords new students the opportunity to receive orientation during which activities are organized to let students become acquainted with the school in relation to staff, students and school demands.

School services which the study found to be moderately effective were health services, library services, careers day and computer services. This finding does not completely agree with the suggestion of Schaller in Gorton (1984) who said that for effective school management, an effective health service needs to be in place. Buttressing this point, Gorton (1984) said that the primary aim of having a school health service is to diagnose the health status of students in the school and to promote better students' health habits. The finding that computer and library services are moderately effective agrees with Nwaogwu in Chukwuneke



(2000) who stressed that such services in most schools in Nigeria are only moderately available. Edem (2006) stressed that a dispensary located in a school will be able to treat students' minor ailments.

The result of the study showed that a significant difference existed in the mean scores of administrators, teachers and students on the effectiveness of school services in the technical colleges. Using the Scheffe post hoc multiple comparison test, administrators were found to be the respondent group responsible for the significant difference. The finding of this study is opposed to the work of Duze and Ogbah (2013) which found that there were no significant differences in the perceptions of principals, teachers and students on the effectiveness of school services as in the school climate, pointing out other factors as safety and the school environment.

CONCLUSION

Technical colleges were institutions set up by government to give training and impart the necessary skills to individuals who shall be self-reliant and economically enterprising. However, management of the technical colleges in the North-East Geo-political Zone of Nigeria was facing serious management challenges. Consequently, the fundamental problem of the study was that school services in technical colleges in the North-East Geo-political Zone of Nigeria were not effective.

The study therefore answered one research question and tested one hypothesis. Findings revealed that services in technical colleges in the North-East Geo-political Zone were moderately effective. The finding of the study also revealed that a significant difference existed in the mean scores of administrators, teachers and students on the effectiveness of school services in the technical colleges. Using the Scheffe post hoc multiple comparison test, administrators were found to be the respondent group responsible for the significant difference.

The findings of the study have a far-reaching implication. The findings implied that administrators of the technical colleges need to put in more effort to improve school services in the colleges. This is necessary so as to forestall any breakdown of law and order, arising mainly from the absence of the services. In other words, if technical college administrators do not take steps to address the shortage of school services in the technical colleges, there is the tendency for decay to set in. When this is done, students are likely to go on rampage in the face of gross inadequacy of the school services. This will breach the peace and lead to a distortion in the school calendar. There is the tendency for the management of the technical colleges to close down the institutions. This will undoubtedly lead to an extension in the academic programme of the students. Parents will undoubtedly be disturbed by this development. The students themselves are likely to be subjected to various forms of psychological trauma. Consequently, the study recommends that administrators need to adopt strategies to improve on the effectiveness of school services in the colleges, such as provision of effective health services, library services, extra-curricular activities, careers day, information services and utilities services. This way, the management of the technical colleges will be much easier.

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