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**Assessment of Service Compact Activities and Administrative Effectiveness of Federal Colleges**

**of Education in Southwestern, Nigeria**

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**Abstract**

*This research investigated the administrative efficacy and service compact operations of Federal Colleges of Education in Southwest Nigeria. In order to measure administrative effectiveness and service compact activities rendered in Federal Colleges of Education in Southwest Nigeria, this study focused on staff members at these institutions. The study's pilot research hypothesis was one of them. The Federal Colleges of Education of Southwest Nigeria's administrative efficacy is not significantly impacted by service compact operations. The study's geographic coverage included all Federal Colleges of Education in Nigeria's Southwestern States, which include Lagos, Osun, Ekiti, Ondo, Oyo, and Ogun. States. 3,716 employees of Federal Colleges of Education in Southwest Nigeria made up the study's population. There were 1066 employees at Federal College of Education (Special), oyo1,093 at Adeyemi College of Education, Ondo, 778 at Federal College of Education Osiele, , and 779 employees at Federal College of Education (Technical), Akoka (Federal College of Education (Technical), Lagos Website, 2021). The reliability test re-test approach was applied. Within a two-weeks period, pilot research was conducted in Federal College of Education [special],Oyo but outside the sampled area. With a coefficient value of 0.71, the questionnaire demonstrated the instrument's reliability. The gathered data was examined using suitable figures. While t-test statistics were used to investigate hypothesis 1, research questions 1, 2, and 3 were answered using frequency count and percentages. For the qualitative element, Nvivo version 11.0 was also used to analyse the content of the items. It was recommended that administrative leaders should receive greater support and resources in order to achieve high levels of productivity.*

**Keywords:** Service Compact Activities, Administrative Efficacy, Colleges of Education

**Introduction**

Teachers are considered to be among the most significant individuals in any community worldwide due to their pervasive influence on all facets of human endeavour. No educational system can be qualitatively superior to the caliber and dedication of its teachers. The efficacy of any given system is therefore heavily reliant on the educational background of its teachers. It is still true that teachers are essential to both teaching and learning since without them, no nation can experience genuine socioeconomic or political development. The quantity, caliber, and commitment of educators determine how well all educational plans work and how quickly they advance.

The teachers are ultimately responsible for ensuring that any set of educational goals is realized, even though educational planners may have the best plans and regulations and the government may allocate the largest portion of its budget to education.

The reason teacher education programmes (College of Education) are more significant is that

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they help teachers become ready for the twenty-first and twenty-first centuries. Provide teachers with the intellectual and professional background necessary for their assignment, make them flexible enough to adjust to changing circumstances, and strengthen their commitment to the teaching profession. Produce highly motivated, diligent, and effective classroom teachers for all levels of our educational system. Encourage teachers to further their spirit of inquiry and creativity. Assist teachers in fitting into the community and larger society.

Thus, in support the NPE stipulates that all educators working in educational institutions must possess a professional degree and that educational institutions must be structured to generate the kind of result-oriented educators needed in the job market to transform society, uphold public values, and produce educators who can successfully carry out their roles in nation-building. This means that Nigerian educational institutions should strive to graduate people who are well-suited to make significant contributions to the political and social development of their country.

This fact highlights how important it is for educational institutions to be seen as a sacred obligation that should never be compromised in order for teacher to fulfill its divine professional mandate of producing generations of disciplined, highly responsible, and productive Nigerians. Furthermore, due to their enormous contributions to the development of the country, educational institutions ought to be seen as the cornerstone of national growth.

However, Education institutes have come under fire for failing to turn out instructors who can work well with others in a professional setting and who are firmly rooted in pedagogy. The majority of academic and non-academic staff at Colleges of Education are not very productive in producing well-groomed teachers who are prepared to face the challenges of the teaching profession in the twenty-first century (Adegun, 2005) .

**Statement of the Problem**

In order to increase the effectiveness of Nigerian educational institutions, particularly in the areas of quality assurance, producing graduates with high pedagogical skill, protecting life and property, and protecting public funds entrusted to colleges from fraud, the federal government implemented a service compact. This involves making sure that both academic and non- academic staff exhibit appropriate work ethics and abstaining from various social vices such as cultism, rape, examination malpractice, smoking, drug use, abuse, and many others. Ikono, et al, (2017) study, however, found that the quality of service provided by Nigeria's Federal Colleges of Education is in dispute because it is unclear if the original purpose for which the colleges were founded has been fulfilled. Federal Colleges of Education in Nigeria are now known for a number of illegal activities, including inconsistent qualitative learning, the production of half-baked graduates, involvement in unethical behaviour, the enumeration of epileptic workers, and subpar service delivery by the institution's staff. Despite the aforementioned initiatives, the goal of this study is to evaluate SERVICOM's operations and the administrative efficacy of the Federal Colleges of Education in Southwest Nigeria.

**Objective of the Study**

The general objective of the study was to examine service compact activities and administrative effectiveness of Federal Colleges of Education in Southwestern, Nigeria. The specific objectives of the study were to:

i. assesses service compact activities in Federal Colleges of Education in Southwestern

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Nigeria.

ii. investigate the extent to which service compact has achieved the delivery of quality

services in Federal Colleges of Education in Southwestern Nigeria,

iii. determine the influence of service compact activities on administrative effectiveness in

Federal Colleges of Education in Southwestern Nigeria.

**Research Questions**

The following research questions were raised to guide the study;

i. What is the service compact activities in Federal Colleges of Education in Southwestern Nigeria?

ii. To what extent has the service compact achieved the delivery of quality Services in Federal Colleges of Education in Southwestern Nigeria?

**Research Hypothesis**

**H01**: Service compact activities have no significant influence on administrativeeffectiveness of Federal Colleges of Education of Southwest.

**Scope of the Study**

In order to measure administrative effectiveness and service compact activities rendered in Federal Colleges of Education in Southwester Nigeria, this study focused on staff members at these institutions. The study's geographic coverage included all federal colleges of education in Nigeria's Southwestern States, which include Lagos State, Osun, Ekiti, Ondo, Oyo, and Ogun.

**Concept of College of Education**

A college of education is defined as a learning environment that prepares teachers to fulfill the demands of society by providing them with the information, attitudes, and abilities they need to do their jobs effectively and efficiently. Thus, in order to accomplish the established national objectives, teachers who are vital human resources in the school system have a crucial role to play in appropriately preparing the youth for their positions in the society. Such knowledgeable people would be capable of managing the environment, promoting peaceful coexistence, and upholding the democratic values. A well-thought-out humanistic approach to teacher education programs is necessary given the widespread desire for education despite the stagnation of chances and incentives as well as the dissatisfaction of instructors at all levels.

**Theoretical Framework**

**System Theory**

System theory provides the study's direction. It was Easton who first proposed this idea of systems (1953). According to his definition, a system is a complicated arrangement of components working together to create basic, established requirements that go in a certain way. According to the theory's idea, an organization is seen as a social system made up of pieces that are symbolically interdependent. Systems theory is a crucial division and element of an educational institution like a school, where individuals interact and influence one another to form a more complex whole. With this strategy, educational institutions will be seen as cohesive, well-designed entities. Rather than addressing each component of the school independently, it views educational institutions as a whole. This is due to the belief that the activity of any part of the educational system goes on to affect that of every other part

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within the system and beyond. A system is an ordered whole made up of two or more interdependent parts or subsystems and distinguished from its surroundings by recognizable boundaries. Inputs, the conversion process, the outputs, and the result are the components of a system. The mission, the expectations, and the resources manpower, money, materials, equipment, and facilities are the inputs. The formal and informal teaching-learning processes, extracurricular activities both within and outside of the school, brief training interventions, and the execution of research and economic development initiatives make up the conversion processes.

**Empirical Review**

Omoike & Idogho's (2011) study compared the administrative effectiveness of male and female department heads in Nigerian colleges of education. The results indicated that there was no statistically significant difference between male and female leaders because both possessed tangible leadership qualities and fostered an environment that allowed the department's staff to bring out the best in their students. In a similar vein, Hemphill, Griffiths, and Fredrickson (1992) discovered that men administrators in New York did not perform better than their female counterparts in their research of "Administrative Performance and Personality." In a group of teachers' survey, Barter (2001) ranked male and female principals equally in terms of skill and character. However, in a study on the leadership style of school administrators and school performance conducted in Dubai schools, Ibrahim and Al-Tanaji (2012) discovered that the effectiveness of administrators varied based on their gender, with female administrators being more effective than their male counterparts and their institutions performing better in terms of service delivery than those with male principals. This is a result of the fact that female leaders are consistently well-organized and make sure that organizations are always goal-oriented. Adigwu (2004) found that female principals performed better than average in their supervisory duties after comparing the administrative performance of male and female administrators in a sample of Nigerian schools. Another important component of principals' efficacy, according to Blanchard (1997), is experience. Based on his research on the effectiveness of leadership in Wisconsin's elementary schools, he came to the conclusion that certain schools have more conflicts than others because of differences in the degree of leadership developed through practical experience.

**Appraisal of Literature**

On the subject of SERVICOM as it relates to administrative efficacy worldwide and particularly in developing countries like Nigeria, particularly in institutions of education, a number of literatures have been studied. Nonetheless, research on the topic of lecturers and non-teaching staff as contributors to administrative efficiency has been done. Numerous studies use various proxies to measure administrative efficiency in education colleges, including lecturer preparation, experience of college staff, classroom management, and appropriate use of teaching and learning facilities. Other research examined elements such as lecturers' diligence, leadership, following rules and regulations, and the availability of instructional aids (Ademilua, 2012; Gambo, 2017; Sapre, 2001). According to some scholars (Alabi, 2014; Barter, 2001), administrative success is influenced by lecturers' methods of instruction, students' psychological and emotional health, the collegiality of college staff, and the interaction between the school and the community. Nevertheless, none of these studies have linked SERVICOM's efforts to guarantee that educational institutions follow the laws and policies that direct their operations in order to provide high-quality services. As a result,

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this study was created to close a perceived vacuum in the literature by demonstrating the necessity of following SERVICOM guidelines in order to improve the quality of services provided in Nigeria's Southwestern Colleges of Education.

**Methodology**

The study used a mixed-methods concurrent triangulation research approach. This design was thought to be appropriate since it allowed the researcher to evaluate the relationship between the administrative effectiveness of the schools and the activities offered by the service compact in Federal Colleges of Education in Southwest Nigeria, giving equal weight to both quantitative and qualitative data collection and analysis without bias. The population for this study comprised 3,716 staff in Federal Colleges of Education in Southwestern Nigeria. Federal College of Education (Special), Oyo has total population of 1066 staff, Adeyemi College of Education, Ondo, has total population of 1,093 staff while Federal College of Education Osiele, has total population of 778 staff and Federal College of Education (Technical), Lagos has a total 779 staff (Federal College of Education (Technical), Lagos Website, 2021). The researcher employed a self-structured questionnaire and an interview guide as its instruments. There are two sections in the questionnaire: A and B. section B comprised 10 items designed to extract information from college staff, while section A contained the respondents' demographic data. The study employed the interview guide as a means of gathering data from the college service compact staff. This was done to verify the data gathered from the survey. Test re-test method of reliability was used. Pilot study was carried out within the population but outside the sampled area within an interval of two weeks. The questionnaire had a coefficient value of 0.71 which showed that the instrument was reliable. The researcher engaged the SERVICOM personnel in discussions on issues relating to college administrative effectiveness. Credibility of the data collected was ascertained by subjecting it to member check. During this process, the researcher requested that the SERVICOM personnel to read the dialogue transcripts in which they participated to ascertain whether the words matched what they actually intended and adequately represented their opinions. The data collected was analysed using appropriate statistics. Research questions 1, 2, and 3 were analyzed using percentage while the only hypothesis 1 was analyzed using t-test statistics. Also, content analysis of the items was done on Nvivo version 11.0 for the qualitative aspect.

**Analyses of Data and Presentation of Results**

Research Question 1: What is the service compact activities in Federal Colleges of Education in Southwestern Nigeria?

To answer this research question, the responses provided by the research participants to the section B of the questionnaire on service compact activities was analyzed descriptively using frequency count and simple percentage and the result was presented in Table 1.

**Table 1**: Assessment of Service Compact Activities

**S/N Service Compact Activities** **Strongly Agree** **Agree**  **Disagree**  **Strongly Disagree F (%)**

**F (%)** **F (%)** **F (%)**

***Quality Service Provision***

1 Service compact ensures staff come to work every day to perform their 101 (34.4) 125 (42.5) 44 (15.0) 24 (8.2)

duties

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2 Service compact sees to how regular the teaching and non–teaching staff 65 (22.1) 161 (54.8) 44 (15.0) 24 (8.2)

perform their duties

3 Service compact check the time–book to make sure staff resumes duties by 0 (0.0) 142 (48.3) 128 (43.5) 24 (8.2)

8:00 am and closes by 4:00 pm

4 Service compact ensure staff avoid absenteeism to optimize their 49 (16.7) 143 (48.6) 78 (26.5) 24 (8.2)

performance

5 Service compact enables staff respond to a request for service appropriately 50 (17.0) 176 (59.9) 44 (15.0) 24 (8.2)

and at the right time

6 Service compact ensure that there are no services in queue not processed 17 (5.8) 142 (48.3) 77 (26.2) 58 (19.7)

within a required time

***Empowerment of Public Officers***

1 Service compact ensures that staff have the knowledge of in-service 17 (5.8) 147 (50.0) 98 (33.3) 32 (10.9)

training to increase their production method

2 Service compact allow staff to do job the way they want 0 (0.0) 99 (33.7) 130 (44.2) 65 (22.1)

3 Service compact welcomes ideas and feedback from staff 34 (11.6) 164 (55.8) 64 (21.8) 32 (10.9)

4 Service compact encourages staff to step outside of their comfort zone 0 (0.0) 99 (33.7) 113 (38.4) 82 (27.9)

5 Service compact strikes the right balance between giving guidance and giving responsibility 49 (16.7) 131 (44.6) 82 (27.9) 32 (10.9)

6 Service compact shows faith in staff capability to do their job 17 (5.8) 180 (61.2) 65 (22.1) 32 (10.9)

***Developing Customer Care Policies***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  1  | Service compact produces work plan for staff | 33 (11.2) | 176 (59.9) | 61 (20.7) | 24 (8.2) |
|  2  | Service compact sets regular performance reviews | 17 (5.8) | 193 (65.6) | 60 (20.4) | 24 (8.2) |
|  3  | Service compact demonstrates an understanding of work processes | 50 (17.0) | 176 (59.9) | 44 (15.0) | 24 (8.2) |
|  4  | Service compact sees the process through from beginning to end | 16 (5.4) | 178 (60.5) | 60 (20.4) | 40 (13.6) |
|  5  | Service compact always does what they say they’re going to do | 32 (10.9) | 162 (55.1) | 66 (22.4) | 34 (11.6) |
|  6  | Service compact sets effective deadline | 83 (28.2) | 143 (48.6) | 44 (15.0) | 24 (8.2) |

***Ensuring Good Leadership***

1 Service compact gives guidance on how to meet targets 66 (22.4) 147 (50.0) 49 (16.7) 32 (10.9)

2 Service compact makes suggestions of how to improve work 98 (33.3) 130 (44.2) 33 (11.2) 33 (11.2)

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  3  | Service compact highlights any barriers and gives guidance on how to overcome them | 48 (16.3) | 67 (22.8) | 96 (32.7) | 83 (28.2) |
|  4  | Service compact monitors work to improve quality of work | 65 (22.1) | 180 (61.2) | 33 (11.2) | 16 (5.4) |
|  5  | Service compact helps staff to come up with new ideas and ways to do | 0 (0.0) | 64 (21.8) | 130 (44.2) | 100 (34.0) |

their work

6 Service compact encourages staff members to seek more professional 32 (10.9) 81 (27.6) 101 (34.4) 80 (27.2)

development

Table 1 showed the service compact activities in Federal Colleges of Education in South west Nigeria. The result showed that 125 (42.5%) respondents agreed that service compact assures staff come to work every day to perform their duties. Also, more than half of the respondents 161 (54.8%) agreed that service compact sees to how regular the teaching and non–teaching staff perform their duties. Furthermore, the respondents 142 (48.3%) agreed that service compact check the time–book to make sure staff resumes duties by 8:00 am and closes by 4:00 pm and that 143 (48.6%) of the respondents agreed that Service compact ensure staff avoid absenteeism to optimize their performance. Likewise, majority of the respondents 176 (59.9%) agreed that service compact enables staff respond to a request for service appropriately and at the right time. Also, 142 (48.3%) of the respondents agreed that service compact ensure there are no services in queue that is not processed within a required time.

The results further showed responses of the respondents towards Empowerment of Public Officers as another as measures of service compact activities. The result showed that half of the respondents 47 (50.0%) agreed that service compact ensures that staff have the knowledge of in-service training to increase their production method. But, 130 (44.2%) of the respondents disagreed that service compact allow staff to do job the way they want. Also, 113 (38.4%) of the respondents disagreed that service compact encourages staff to step outside of their comfort zone. Nevertheless, more than half of the respondents 164 (55.8%) agreed that service compact welcomes ideas and feedback from staff. Likewise, 131 (44.6%) of the respondents agreed that service compact strikes the right balance between giving guidance and giving responsibility and majority of the respondents 180 (61.2%) also agreed that service compact shows faith in staff capability to do their job.

The outcomes also demonstrated that developing customer care policies was rated as a contributing element to service-related compact actions. The majority of respondents, 193 (65.6%), agreed that service compacts set regular performance reviews, while over half of respondents, 176 (59.9%), agreed that service compacts produce work plans for personnel. Additionally, 176 respondents, or 59.9%, concurred that the service compact shows that the participants understand the workings of the organization.

Furthermore, the majority of respondents (178, or 60.5%) concurred that the service compact completes the process from start to finish. In a similar vein, over half of the 162 respondents (55.1%) concurred that service compact consistently fulfills its commitments. Lastly, 143 respondents, or 48.6%, concurred that the service compact establishes an effective deadline.

The responses of the respondents regarding Ensuring Good Leadership as an additional component of service compact actions were also displayed in the results. The findings

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showed that 50.0% of the 147 respondents, or half of the sample, agreed that the service compact provides direction on how to fulfill goals. Furthermore, 130 respondents (44.2%) concurred that the service compact offers recommendations for enhancing work. Conversely, 96 (32.7%) of the participants disapproved of the idea that the service compact identifies obstacles and provides instructions on how to get beyond them. While 101 (34.4%) of the respondents disagreed that Service Compact encourages staff members to pursue more professional development, 130 (44.2%) of the respondents disagreed that Service Compact helps staff come up with new ideas and ways to do their work, and the majority of respondents (180.8%) agreed that Service Compact monitors work to improve quality of work. After careful consideration, it can be said that the Federal Colleges of Education in Southwest Nigeria are engaged in the following service compact activities: providing quality services; creating policies for customer care; ensuring good leadership; and empowering public officers.

**Research Question 2**: To what extent has the service compact activities achieved thedelivery of quality services in Federal Colleges of Education in Southwest Nigeria?

To answer this research question, responses were scored and collated for each of the items on the extent of quality services delivery achieved by the service compact activities in Federal Colleges. The responses were scored using the 5-point-likert-scale, and then subjected to frequency count and simple percentage method of analysis. The result is presented in Table 2.

**Table 2**: Service Compact Activities and Quality Services

**S/N** **Items** **To a Very** **To a Large Extent** **To a Moderate Extent**  **To a Low** **To a Very**

**Large Extent** **Extent**  **Low Extent**

**F (%)** **F (%)** **F (%)**

**F (%)** **F (%)**

1 Service compact activities helps in making sure memos are 32 17 131 66 48

(10.9) (5.8) (44.6) (22.4) (16.3)

properly recorded

2 Service compact activities helps in 16 16 150 64 48

sensitization on cultism and its effects on students (5.4) (5.4) (51.0) (21.8) (16.3)

3 Service compact activities helps 32 32 147 67 16

in making sure memos are dispatch (10.9) (10.9) (50.0) (22.8) (5.4)

properly and as at when due

4 Service compact activities helps in eradicating indecent dressing 65 33 132 32 32

(22.1) (11.2) (44.9) (10.9) (10.9)

among the staff and the students. e.g.

Tinting of hair to colours, wearing of crazy clothes and slippers to school by the students

5 Service compact activities helps in stopping sexual harassment 17 68 129 32 48

(5.8) (23.1) (43.9) (10.9) (16.3)

between the staff and the students and among the students.

6 Every staff ensures effective distribution of SERVICOM hand bills 0 0 32 163 99

(0.0) (0.0) (10.9) (55.4) (33.7)

17

7 Service compact activities helps to ensure that staff are always at 66 82 146 0 0

(22.4) (27.9) (49.7) (0.0) (0.0)

the duty post between the hours of 8:00am -4pm

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8 Service compact activities helps in sensitizing the students on the 48 (16.3) 32 (10.9) 180 (61.2) 34 (11.6) 0 (0.0)

effects of examination malpractice

9 Service compact activities helps to ensure good behaviour among 33 (11.2) 65 (22.1) 196 (66.7) 0 (0.0) 0 (0.0)

the staff and the student

Table 2 showed the extent of quality services delivery achieved by the service compact activities in Federal Colleges of Education in Southwestern Nigeria. From the table above, analysis showed that the respondents informed that to a moderate extent 131 (44.6%) service compact activities helps in making sure memos are properly recorded. Also, about half of the respondents informed that to a moderate extent 150 (51.0%) service compact activities helps in sensitization on cultism and its effects on students and that to a moderate extent 147 (50.0%) service compact activities helps in making sure memos are dispatch properly and as and when due. Furthermore, the respondents to a moderate extent 132 (44.9%) informed that service compact activities help in eradicating indecent dressing among the staff and the students e.g. tinting of hair to colors, wearing of crazy clothes and slippers to school by the students. Likewise, service compact activities to a moderate extent 129 (43.9%) was informed by the respondents to help in stopping sexual harassment between the staff and the students and among the students.

To a lesser level, however, 163 (55.5%) of the respondents stated that all employees make sure SERVICOM hand bills are distributed effectively. However, 146 respondents, or 49.7%, indicated that service compact activities contribute to the guarantee that employees are on duty from 8:00 a.m. to 4:00 p.m. Similarly, 180 (61.2%) of the respondents moderately reported that service compact activities help students become aware of the consequences of exam malpractice, and 196 (66.7%) moderately reported that service compact activities help to ensure good behavior among staff and students. It is possible to draw the conclusion that the service compact operations have, to a moderate degree, succeeded in providing Federal Colleges of Education in Southwest Nigeria with high-quality services.

H01: Service compact activities have no significant influence on administrative effectiveness of Federal Colleges of Education of Southwestern Nigeria. To test the hypothesis, a test of between subject effects was carried out, using administrative effectiveness as the dependent variable while service compact services were used as the independent variable and were collated and subjected to Chi-square analysis. The result is presented in Table 3 and 4.

**Table 3**: Analysis of Significant Influence of Service Compact Activities (Quality ServiceProvision, Empowerment of Public Officers, Developing Customer Care Policies and Ensuring Good Leadership) on Administrative Effectiveness

**Quality Service** **Empowerment of Public** **Developing Customer** **Ensuring Good** **Administrative Effectiveness**

**Provision** **Officers** **Care Policies** **Leadership**

**Chi-Square** 240.571a 98.109b 97.619b 143.000c 213.483d

**Df**  5 7 7 6 9

**Asymp. Sig.** .000 .000 .000 .000 .000

p-value = 0.05

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a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 49.0.

b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 36.8.

c. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 42.0.

d. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 29.4.

Table 4 showed the significant influence of each of the indices of service compact activities (Quality Service Provision, Empowerment of Public Officers, Developing Customer Care Policies and Ensuring Good Leadership) on administrative effectiveness of Federal Colleges of Education of Southwestern Nigeria. The results showed that Quality Service Provision (Chi- square Value = 240.571a; p < 0.05) has significant influence on administrative effectiveness (Chi-square Value = 213.483d; p < 0.05). Also, Empowerment of Public Officers as indices of service compact activities (Chi-square Value = 98.109b; p < 0.05) has significant influence on administrative effectiveness (Chi-square Value = 213.483d; p < 0.05). Likewise, Developing Customer Care Policies as indices of service compact activities (Chi-square Value = 97.619b; p < 0.05) has significant influence on administrative effectiveness (Chi-square Value = 213.483d; p < 0.05) and Ensuring Good Leadership as indices of service compact activities (Chi-square Value = 143.000c; p < 0.05) has significant influence on administrative effectiveness (Chi- square Value = 213.483d; p < 0.05). It can be concluded that each of the indices used in measuring service compact activities has significant influence on administrative effectiveness because the value of the influence (p = .000) was lesser than the value a at (p < 0.05).

**Table 4:** Overall Analysis of Significant Influence of Service Compact Activities onAdministrative Effectiveness

**Assessment** **of** **Administrative Effectiveness**

**Service Compact Activities**

|  |  |  |
| --- | --- | --- |
|  **Chi-Square**  | 82.653a  | 213.483b  |
|  **Df**  | 17  | 9 |
|  **Asymp. Sig.**  | .000  | .000 |

p-value = 0.05

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 16.3.

b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 29.4

**Summary**

In this study, the level of administrative effectiveness of Federal Colleges of Education in Southwestern Nigeria was evaluated, the impact of service compact activities on administrative effectiveness in Federal Colleges of Education in the study area was determined, and the extent to which service compact has resulted in the delivery of quality services in Federal Colleges of Education in Southwestern Nigeria was examined. These

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were conducted with a comprehensive perspective, looking at the administrative efficacy and service compact operations of Federal Colleges of Education in Southwest Nigeria.

**Conclusion**

The research's findings lead one to the conclusion that the purpose of the service compact activities was to verify that staff members were arriving on time for their assigned duties. In a same spirit, the services compact activities significantly increased the institutions' ability to provide high-quality academic, security, and leadership services. Lastly, there is a strong correlation between the Federal Colleges of Education of Southwest Nigeria's administrative efficacy and their service compact initiatives.

**Recommendations**

Consequent upon the findings of the study, the following recommendations are hereby made. I. The government should make more efforts to ensure that the SERVICOM is more

effective via monitoring and evaluation.

ii. Plans should be made to continuously implement SERVICOM unlike how it keeps

stopping from time to time.

iii. Funding should be made more available, workers should be equipped and given access to

funds and loans.

iv. Administrative heads should be more encourage and given the resources to bring about

high productivity.

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