

RELATIONSHIP BETWEEN SCHOOL ADMINISTRATORS' QUALITIES AND ADMINISTRATIVE EFFECTIVENESS IN PUBLIC UNIVERSITIES IN NORTH-WEST

Zone, Nigeria.

By

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Abstract

This Paper Delves Into The Complex Relationship Among Administrators' Qualification, Specialization, Experience, Gender And Administrative Effectiveness In Public Universities. Five Research Objectives And Five Research Questions Guided The Study While Five Hypotheses Were Equally Formulated. The Population Of The Study Consisted Of 600 School Administrators Comprising Vice Chancellors, Deputy Vice Chancellors, Directors, Deans, Heads Of Departments And Units. A Sample Size Of 248 Participants Selected Using Research Advisor (2006). A Questionnaire Titled “administrators Qualities And Administrative Effectiveness Questionnaire (aqaeq)” Was Used For Data Collection. The Reliability Of The Instrument Was Ascertained By Subjecting The Instrument To Pilot Test Using Pearson Product Moment Correlation Co-efficient And The Reliability Index Of 0.74 Was Realized. Data Collected Was Analyzed Using Both Descriptive And Inferential Statistics. Research Questions Were Analyzed Using Frequency Counts, Mean And Standard Deviation While The Hypotheses Generated Were Analyzed Using Pearson Product Moment Correlation Co-efficient At 0.05 Level Of Significance And Multiple Regression Analysis. Findings From The Study Indicated That There Is A Significant Positive Relationship Between Administrators' Qualifications And Administrative Effectiveness. The Study Concluded That, Although Administrators' Gender Has No Influence On Administrative Effectiveness, But There Is A Significant Positive Relationship Between Administrators' Qualifications, Area Of Specialization, Experience And Administrative Effectiveness. One Of The Recommendations Made Was That Qualification Should Be One Of The Criteria Use In Recruitment And Selection Process In Educational Institutions In Order To Ensure That Only People With Relevant Skills Are Employed For The Job.

Keywords: Administrative Effectiveness, Qualification, Area Of Specialization, Experience And Gender.

Introduction

The Significance Of Effective Management Of Resources Has Been Recognized Globally. Both Developed And Developing Countries Are Investing Heavily Towards Effective Management Of Educational Resources In Tertiary Institutions Of Learning. Tertiary Institutions Of Learning Play A Critical Role In Shaping The Future Of Societies By Imparting Knowledge And Skills To The Next Generation. Therefore, Effective Administration Is Pivotal In Ensuring That These Institutions Thrive And Provide Quality Education. It Is In Recognition Of This That Section 12 Subsection 103

Of The National Policy On Education Highlighted That, The Success Of Any System Of Education Is Hinged On Proper Planning, Efficient Administration And Adequate Financing. This Means That The Success Or Failure Of University Educationlargely Depends On The Quality Of School Administration (fgn, 2004).thus, The School Administrators' Qualities Such As Qualifications, Specialization, Experience And Gender Have Significant Role To Play In Efficiency And Effectiveness Of The Institution's Ability To Manage Both Human And Material Resources To Achieve Educational Objectives.it Is In The Realization Of The Significant Influence Of School Administrators' Qualities On Overall Productivity Of The Institutions That Many Countries Have Set A Criterion For Appointment Of Personnel Into High Managerial Positions. Hence, Graduate Qualifications In The Area Of Educational Administration, Educational Leadership And Related Fields Are Pre-requisite For Appointment Into Top Managerial Positions In Educational Institutions In Many Countries. For Instance, In Singapore A School Administrator's Appointment Policy Requires That Only Administrators With Specialization In Educational Administration And Planning Should Be Appointed Into School Leadership Positions (bolatito, 2020). In United Kingdom The Scenario Is Not Different Since For Any Applicant With Unrelated Qualifications To Get Placement To A Top School Managerial Position, He Must Possessnational Professional Qualifications For Leadership. This Shows Thatin Developed Nations The Government Is More Focused On Appointing School Administratorswith Relevant Qualities To Occupy High Managerial Positions For Administrative Effectiveness. Qualifications Refers To Professional Certifications Obtained By School Administrators Through Rigorous Academic And Professional Trainings Such As Diploma, Degrees, Postgraduate Degrees Such As Masters And Ph.ds. And So On. Felman (2009) Sees Qualifications As The Academic Credentials Or Degrees An Individual Obtained That Specify The Completion Of Specific Academic Programme. Emphasizing On Acknowledging The Significant Role Of Qualification In School Administration, Al-omar (2003) Examines the Influence Of Administrator's Qualifications On Administrative Effectiveness In Tertiary Institutions In Patiskum, Yobe State. Findings From That Study Indicated That Administrators' Qualification Was A Criterion For Holding Managerial Position In Many Tertiary Institutions In Patiskum. Similarly, Joseph (2014) Investigated The Relationship Between Administrators' Qualifications And Administrative Effectiveness In Selected Secondary Schools In Cameroon Using 300 Schoolparticipants Concluded That Qualification Was A Key Determinant Of Appointing School Principals And Other Managerial Positions In Secondary Schools. The Findings From The Work Of Kongule (2015) Cited In Bolatito (2020) Also Revealed That Qualification Is A Key Determinant Of Holding Managerial Positions In Universities. Manga (2016) Emphasizing On The Importance Of Specialization Maintained That, School Administrators With Qualifications In Educational Administration And Planning Stand A Better Chance To Be Appointed Into Administrative Leadership Positions Than Administrators With Unrelated Qualifications. This Was Confirmed By The Findings Of Akinsola (2018) Whose Work Revealed A Significant Relationship Between Administrators' Specialization And Administrative Effectiveness And Also That Of Abdullahi (2013) Whose Findings Indicated That There Was A Significant Influence Between Administrators' Qualifications, Specialization, Experience, Gender And Students' Academic Performance. To Further Verify The Connection Between Those Variables, Bolatito (2020) Found That Colleges Of Education That Have Administrators With Specialization In Educational Administration And Planning Were Reported To Be More Effective Managers. Specialization Is Basically Concerned With School Administrators' Having Professional Certifications In Educational Administration And Planning Or Any Related Field In Education Management. Hardy (2013) Sees Administrators' Specialization As An Individual Who By Virtue Of Enormous And Rigorous Training Becomes A Specialist On A Specific Field Of Human Endeavor. Aderounmuandehinametalor (2005) Observed That In Finland, For An Individual To Be Appointed Into Leadership Position In Any Institution Of Learning, He/she Most Possess A Graduate Qualification In School Administration As A Proof Of Adequate Skill In Educational Administration. In South Africa, The Same Criteria Also Apply

Because, Appointments Into School Administrative Leadership Positions Is Strictly On Possession Of Relevant Specialized Qualifications. This Is To Show How Important Qualification And Area Of Specialization Are In Terms Of Placement Into High Managerial Positions. Thus, Qualification Could Be Seen As Attainment Of A Particular Level Of Education Or Knowledge In A Given Field. Therefore, A School Administrator Must Possess Relevant Qualifications To Help Him Manage The Organization More Effectively. This Means The Unprofessionally Qualified And Inexperienced Administrators Who Happen To Be On The Position By Chance Will Generally Be Unable To Effectively Apply The Desired Administrative Processes And Procedures To Achieve The Goals And Objectives Of The Institution. A Study Conducted By Bruce And Bruce (2008) Cited In Bolatito (2020) Indicated That Principals With Stronger Academic Background Produce Better Students' Outcomes. Another Factor That Has Been Receiving A Lot Of Attention Is Level Experience On The Job. Bolatito (2020) Observed That The Appointment Of School Administrators In Nigerian Schools Is Mostly Based On Years Of Experience, Promotion And Catchment Area Policy. The Work Of Lovis (2011) Equally Confirmed That Experience Was A Criterion For Appointing Or Selecting Head Teachers In Secondary Schools In Kampala, Uganda. To Further Buttress The Point, The Work Of Malande (2010) Who Examined The Influence Of Administrators' Experience On Job Performance In State Colleges Of Education In South-west Zone, Nigeria Using 322 Administrators As Participants, Found That Administrators With Cognate Experience Are Better In Managing Human And Material Resources Than Inexperienced Administrators. Reports From The Work Of Kinyua (2011) Also Indicated That There Was A Significant Relationship Between Administrators' Experience And The Level Of Productivity On The Job.

Despite The Significance Of Qualification, Experience And Area Of Specialization In Promoting High Productivity, Bolatito (2020) Noted That In Nigeria Appointment Into Managerial Leadership Positions In Higher Institutions Of Learning Is Not Based On School Administrators' Specialization, Qualification And Experience But On Political Affiliations, Connections And Promotion. Those Factors Can Affect The Efficiency Of School Administration. This Is Because Administrative Effectiveness And Attainment Of Goals Depends To A Large Extent On Qualification, Experience And Specialization. It Has Also Been Observed That In Many Organizations Few Women Are Appointed Into Senior Managerial Positions Despite The Fact That They Are Qualified And Also Possess The Experience And Professional Expertise Required Of Those Positions (bolatito, 2020). The Work Of Bolatito (2020) Who Researched Into The Relationship Among Administrators' qualities And Administrative Effectiveness In Public Colleges Of Education In North-west Zone, Nigeria Found That There Was No Significant Relationship Between Administrators' Gender And Administrative Effectiveness. This Was Further Confirmed By The Findings Of Barbara, Jackson And Kazen (2010) Whose Findings Revealed That There Was No Strong Relationship Between Gender Role Internalization And Administrative Effectiveness. Bolatito (2020) Noted That Gender Role Is Based On Allocation Of Work Responsibilities Between Men And Women In The Society And The Masculine Nature Of Nigerian Society Ensures That More Men Are Appointed Managerial Positions Than Women. Polland And Morgan (2002) Also Seegender As A Socially Constructed Expectations For Male And Female Behavior Which Prescribe Division Of Labour And Responsibilities Between Male And Female And Grants Certain Rights And Obligations To Them.

In Many African Countries A Range Of Customs, Traditions And Religious Belief Are Used To Justify Exclusion Of Women From Negotiating Tables (tahir, 2004). In Relation To Nigerian Context, Bolatito (2020) Observed That The Population Of Women In Senior Managerial Positions Is Less Than 35% And Most Of The Women Representation Is Mainly In Lower And Middle Level Positions. In Tertiary Institutions Of Learning Also the Situation Is Not Different Since Managerial Positions Such As Vice Chancellor, Deputy Vice Chancellor, Deans, Directors, Head Of Departments And Units Are Dominated By Men (abiiodun & Olaleye, 2011). Available Statistics Have Also Shown That In African Institutions Of Higher Learning, Women Constitute Only 29% Of

Academic Staff Compared To Global Figure Of 41% (boiden, 2004). Also, Countries Like Ghana, Nigeria, Tanzania, Zambia And Zimbabwe Seems To Have The Lowest Percentage Of Women Representation In Those Higher Institutions Of Learning. Ogbogu And Bisiriyu (2012) Equally Observed That Although, Over The Past Decades The Presence Of Women And Their Status In Paid Jobs Have Significantly Improved However, Their Progression Into Leadership Positions Has Been Quite Slow. It Has Also Been Documented That Woman In Senior Managerial Positions In Tertiary Institutions Of Learning In Nigeria Account For Only 24% Of The Tenure Academic Staff (olaogun, 2015). Despite The Fact That Women In Managerial Positions Have Proven To Contribute Enormously For The Attainment Of The Objectives Of The Organization In Some Cases Their Contributions Surpass That Of Their Male Counterparts. All Those Issues Presented Above Ignited The Interest Of The Researcher To Further Investigate The Relationship Among Administrators' Qualities And Administrative Effectiveness In Colleges Of Education In North-west Zone, Nigeria.

Research Objectives

The Specific Objectives Of The Study Are To:

1. Determine The Relationship Between Administrators' Qualification And Administrative Effectiveness Of School Administrators In Public Universities Of North-west Zone, Nigeria.
2. Determine The Relationship Between Administrators' Area Of Specialization And Administrative Effectiveness Of School Administrators In Public Universities Of North-west Zone, Nigeria.
3. Determine The Relationship Between Administrators' Gender And Administrative Effectiveness Of School Administrators In Public Universities Of North-west Zone, Nigeria.
4. To Determine The Relationship Between Administrators' Experience And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria.
5. To Determine Which Among The Administrators Qualities (qualifications, Specialization, Experience And Gender) Is More Related To Administrative Effectiveness In Public Universities of North-west Nigeria.

Research Questions

The Research Questions Are As Follows:

1. What Is The Relationship Between Administrators' Qualifications And Administrative Effectiveness In Public Universities In North-west Zone, Nigeria?
2. What Is The Relationship Between Administrators' Area Of Specialization And Administrative Effectiveness In Public Universities?
3. What Is The Relationship Between Administrators' Gender And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria?
4. Is There Any Relationship Between Administrators' Experience And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria?
5. Which Among The Administrators Qualities (qualifications, Specialization, Experience And Gender) Is More Related To Administrative Effectiveness In Public Universities of North-west Nigeria?

Research Hypotheses

The Research Hypotheses Are As Follows:

1. There Is No Relationship Between Administrators' Qualification And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria?
2. There Is No Relationship Between Administrators' Area Of Specialization And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria.

3. There Is No Relationship Between Administrators' Gender And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria.
4. There Is No Relationship Between Administrators' Experience And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria.
5. Administrators Qualifications Are Not Significantly More Related To Administrative Effectiveness In Public Universities of North-west Nigeria Than Administrators Area Of Specialization, Administrators Gender And Experience.

Methodology

The Study Adopted A Descriptive Survey Research Design To Determine The Relationship Between Administrators' Qualifications And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria. Five Research Questions And Five Research Objectives Guided The Study While Five Hypotheses Were Equally Formulated. The Population Of The Study Consisted Of 600 School Administrators Comprising Vice Chancellors, Deputy Vice Chancellors, Directors, Deans, Heads Of Departments And Units. The Sample Size Consisted Of 248 Participants Selected Using Research Advisor (2006). A Purposive Sampling Technique Was Used To Select Public Universities Under The Study, A Simple Random Sampling Technique Was Utilized To Draw Sample Size Of Participants Needed For The Study While A Proportionate Sampling Technique Was Also Utilized To Determine Sample Size Required From Each Institution. A Questionnaire Titled "administrators Qualities And Administrative Effectiveness Questionnaire (aqaeq)" Was Used For Data Collection. The Validity Of The Instrument Was Ascertained By Expert In Management And Evaluation In The Department Of Educational Foundations, Usmanudanfodiyo University, Sokoto While The Reliability Of The Instrument Was Confirmed By Subjecting The Instrument To Pilot Testing Using Pearson Product Moment Correlation Co-efficient And The Reliability Index Of 0.74 Was Realized. Data Collected Was Analyzed Using Pearson Product Moment Correlation Co-efficient At 0.05 Level Of Significance And Multiple Regression Analysis.

Result

H₀₁: There Is No Relationship Between Administrators' Qualification And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria?

Table 1: Relationship Between Administrators' Qualification And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria (n= 224)

Variable	N	Mean	Std. Deviation	r-Cal	P-vale	Decision
Administrators Qualification	224	28.53	5.20			
Administrative Effectiveness	224	29.56	5.87	.143	.032	Significant

From The Result Of Table 1, Administrators Qualification And Administrative Effectiveness Were Positively Related And Significant, Pearson's R = .143, P = .032. This Indicates That There Is Significant Relationship Between Administrators Qualification And Administrative Effectiveness In Public Universities Of North-west Nigeria Because The P-value (.032) Is Less Than The .05 Level Of Significance. Therefore, Hypothesis Which States There Is No Significant Relationship Between Administrators Quality And Administrative Effectiveness In Public Universities Of North-west Nigeria Was Rejected. This Means Administrators Quality Has An Influence On Administrative Effectiveness Of School Administrators.

H₀₂: There Is No Relationship Between Administrators' Area Of Specialization And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria.

Table 2: Relationship Between Administrators' Area Of Specialization And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria (n= 224)

Variable	N	Mean	Std. Deviation	r-Cal	P-vale	Decision
Administrators Area of Specialization	224	24.47	5.67			
Administrative Effectiveness	224	29.56	5.87	.214	.001	Significant

From The Result Of Table 2, Administrators Area Of Specialization And Administrative Effectiveness Were Positively Related And Significant, Pearson's R = .214, P = .001. This Indicates That There Is Significant Relationship Between Administrators Area Of Specialization And Administrative Effectiveness In Public Universities Of North-west Nigeria Because The P-value (.001) Is Less Than The .05 Level Of Significance. Therefore, Hypothesis Which States There Is No Significant Relationship Between Administrators Area Of Specialization And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria Was Rejected. This Means That Administrators Area Of Specialization Enhance Administrative Effectiveness Of School Administrators.

H₀₃: There Is No Relationship Between Administrators' Gender And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria.

Table 3: Relationship Between Administrators' Gender And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria. (n= 224)

Variable	N	Mean	Std. Deviation	r-Cal	P-vale	Decision
Administrators Gender	224	29.07	5.05			
Administrative Effectiveness	224	29.56	5.87	.068	.309	Not Significant

From The Result Of Table 3, Administrator Gender And Administrative Effectiveness Were Positively Related But Not Significant, Pearson's R = .068, P = .309. This Indicates That There Is No Significant Relationship Between Administrator Gender And Administrative Effectiveness In Public Universities Of North-west Nigeria Because The P-value (.309) Is More Than The .05 Level Of Significance. Therefore, Hypothesis Which States There Is No Significant Relationship Between Administrators Gender And Administrative Effectiveness In Public Universities Of North-west Nigeria Was Accepted. This Means That Administrators Gender Might Not Influence Administrative Effectiveness.

H₀₄: To Determine The Relationship Between Administrators' Experience And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria.

Table 4: Relationship Between Administrators' Experience And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria. (n= 248)

Variable	N	Mean	Std. Deviation	r-Cal	P-value	Decision
Administrators Experience	248	28.68	5.50	.157	.013	Significant
Administrative Effectiveness	248	29.84	5.84			

From The Result Of Table 4, Administrators Experience And Administrative Effectiveness Were Positively Related And Significant, Pearson's $R = .157$, $P = .013$. This Indicates That There Is Significant Relationship Between Administrators' Experience And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria Because The P-value (.013) Is Less Than The .05 Level Of Significance. Therefore, Hypothesis Which States There Is No Significant Relationship Between Administrators' Experience And Administrative Effectiveness In Public Universities Of North-west Nigeria Was Rejected. This Means That Administrators Experience Can Enhance Their Productivity.

H₀₅: Administrators Qualifications Are Not Significantly More Related To Administrative Effectiveness In Public Universities Of North-west Nigeria Than Administrators Area Of Specialization, Administrators Gender And Experience.

Table 5: Administrators Qualifications, Administrators Gender, Administrators Area Of Specialization And Administrators Experience

Variables	R	R ²	Adjusted R ²	SE	F	$\hat{A}$	T	P-value
Administrators Qualifications	.143	.021	.016	5.82	4.649	.143	2.156	.032
Administrators Gender	.146	.021	.013	5.83	2.422	.032	.461	.645
Administrators Area of Specialization	.241	.058	.045	5.74	4.527	0.195	2.928	.004
Administrators Experience	.256	.065	.048	5.73	3.828	0.099	1.299	.195

Dependent Variable: Administrative Effectiveness

A Look At The Squared Part Correlations Revealed That Administrator Qualifications Accounted For 2.1% Of The Variance In Administrative Effectiveness $R^2_{adj} = .016$, $F(1, 223) = 4.649$, $P < .05$. And Administrators Gender Accounted For 2.1% Of The Variance In Administrative Effectiveness

$R^2_{adj} = .013$, $F(2, 222) = 2.422$, $P > .05$. The Administrators Area Of Specialization Accounted For 5.8% Of The Variance In Administrative Effectiveness $R^2_{adj} = .045$, $F(3, 221) = 4.527$, $P < .05$. While The Administrators Experience Accounted For 6.5% Of The Variance In Administrative Effectiveness $R^2_{adj} = .048$, $F(4, 220) = 3.828$, $P > .05$. Thus, The Significant Results Of The Procedure Indicated That Administrators Area Of Specialization Was Able To Account For Significant Amount Of Variance In The Dependent Variable (administrative Effectiveness). Although Administrators Qualifications, Administrators Gender And Administrators Experience Are Related Variables To Administrative Effectiveness Of School Administrators, Analysis Of Regression Coefficients Indicated That Administrators Area Of Specialization, $\hat{\beta} = .0195$, $T = 2.928$, $P < .05$ Emerged As The most Predictor Of The Administrative Effectiveness Of School Administrators Than Administrators Qualifications, Gender And Experience. Thus, It Can Be Concluded That Administrators Area Of Specialization Is More Related To Administrative Effectiveness Than Administrators Qualifications, Gender And Experience in Public Universities of North-west Zone, Nigeria.

Discussion Of Findings

First Finding From The Study Shows That There Is A Significant Positive Relationship Between Administrators Qualities And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria. This Finding Supports The Findings Of Bolatito (2020) Which Indicated That There Was A Significant Positive Relationship Between Administrators' Qualifications And Administrative Effectiveness. This Means That For A School Administrator To Effectively Attain The Goals And Objectives Of The Institution, He Must Possess requisite Qualifications Relevant To The Job. That Is Why A Lot Of Organizations Are Demanding For Relevant professional Certifications From Applicants As A Proof Of Their Competence During Recruitment And Selection Process. This Was Confirmed By The Findings Of Joseph (2014) Whose Findings Revealed That Qualification Was A Key Determinant Of Holding Managerial Positions.

Second Finding From The Study Revealed That There Is A Relationship Between Administrators Area Of Specialization And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria. This Finding Corroborates With The Findings Of Akinsola (2010) Which Revealed A Significant Relationship Between Administrators' Specialization And Administrative Effectiveness And Also That Of Abdullahi (2013) Whose Findings Indicated That There Was A Significant Influence Among Administrators' Qualifications, Specialization, Experience, Gender And Students' Academic Performance. This Shows That Administrator Specialization Is A Significant Variable In Promoting Productivity. This Was Further Confirmed By The Findings Of Bolatito (2020) Which Indicated That Specialization Is One Of The Pre-requisites In Selection And Placement Of New Employees. Therefore, The Significant Role Specialization Can Play In Enhancing Administrative Effectiveness Cannot Be Ignored.

Third Finding Of The Study Indicated That There Was No Significant Positive Relationship Between Administrators' Gender And Administrative Effectiveness In Public Universities Of North-west Zone, Nigeria. This Finding Is In Agreement With The Findings Of Bolatito (2020) Whose Findings Revealed That There Was No Significant Relationship Between Administrators' Gender And Administrative Effectiveness. This Was Further Confirmed By The Findings Of Barbara, Jackson And Kazen (2010) Whose Findings Revealed That There Was No Strong Relationship Between Gender Role Internalization And Administrative Effectiveness. This Goes A Long Way To Shed Light On The Fact That Gender Cannot Be A Predictor Of Productivity But Rather It Is The Human Culture, Religion, Attitudes And Societal Values That Influence Such Belief.

Fourth Finding From The Study Also Revealed That There Was A Significant Positive Relationship Between Administrators' Experience And Administrative Effectiveness In Public

Universities Of North-west Zone, Nigeria. This Finding Supports The Findings Of Kinyua (2011) Which Indicated That There Is A Positive Relationship Between Administrators' Experience And The Level Of Productivity On The Job. This Means That Managerial Experience Gathered Over The Years On The Job Enhances The Skills And Competence Of School Administrators To Effectively Deliver The Desired Outcomes And Can Lead To The Attainment Of The Goals And Objectives Of An Organization. This Was Confirmed By The Work Of Malanda (2010) Who Found That Administrators With Cognate Years Of Work Experience Are Better In Managing Human And Material Resources Than Inexperienced Administrators.

Finally, The Fifth Finding From The Study Also Shows That Administrators Area Of Specialization Is A Better Predictor Of Administrators' Effectiveness Than Qualification, Experience And Gender In Public Universities Of North-west Zone, Nigeria.

Conclusion

The Study Concludes That Although Gender Administrators Gender Might Not Influence Administrative Effectiveness But The Positive Relationship Among Qualification, Specialization And Experience Can Significantly Influences Administrative Effectiveness Within Tertiary Institutions Of Learning. Therefore, A Holistic Approach That Values And Leverages The Strengths Of Each Factor Can Lead To Enhanced Decision-making, Improved Resource Allocation, And A More Inclusive And Innovative Organizational Culture. Thus, By Recognizing And Nurturing The Interplay Of These Factors, Universities Can Optimize Their Administrative Effectiveness, Ultimately Contributing To Their Success And The Advancement Of Education In General.

Recommendations

Based On The Findings Of The Study The Following Recommendations Are Made:

Qualifications Should Be One Of The Criteria Use For Recruitment And Selection Process In Educational Institutions In Order To Ensure That Only People With Relevant Skills Are Employed For The Job.

1. Only Staff With Relevant Specialization Should Be Mandated To Carry Out Specific Tasks In Order To Effectively Attain The Objectives Of The Institutions.
2. Appointment And Promotion Should Be Based On Merit Not Gender In Order To Promote Administrative Effectiveness Of School Administrators.
3. Experience Should Be Given Special Consideration In Terms Of Recruitment, Selection And Promotion Process In Order To Enhance Administrative Effectiveness.

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