



Research Paper

Administrative Lapses in Financial Management and Lecturers' Work Productivity in Colleges of Education in Delta State, Nigeria

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ABSTRACT

This study examined the connectivity between administrative lapses in financial management and lecturers' work productivity in colleges of education in Delta State, Nigeria. The design of the study was ex-post-facto of correlational method. The study population was 1193 comprising 15 Deans of schools, 61 Heads of Units and 1117 lecturers in the 3 Colleges of Education in Delta State. The sample population was 411 persons comprising of 15 Deans of Schools, (5 each) 61 heads of units, (20 each) and 335 lecturers of the three (3) Colleges of Education in Delta State. The instruments had two parts. The questionnaires were self-administered, with section A eliciting demographic data including; names of colleges, positions; (dean, heads of units or lecturer), and section B being self-built questionnaires with titles: Administrative Lapses in financial resource management questionnaire (ADLFRMQ) for lecturers with 20 items/statements and Lecturers' Work Productivity Questionnaire (LWPQ) for administrators (deans of schools and heads of units) with 20 items/statements. Face and content validity were ascertained through expert judgment and they were put to the split-half reliability test with 30 heads of departments and lecturers of College of Education Ekiadolor Edo State with the Pearson Product Moment Correlation Statistics for (ADLFRMQ) 0.76 coefficient and 0.85 coefficient for (LWPQ) respectively were obtained and therefore utilized in the study. The researcher and three well instructed research assistants administered the instruments the 411 copies of the questionnaires were gathered on the spot and 387 respondents made up of 311 teachers' and 76 administrators returned their questionnaires very well filled. This provided 94% retrieval/return rate thus analysed with descriptive statistics of mean and standard deviation of research questions 1, 2 and 3, with acceptance level of 2.50 and Pearson Correlation coefficient of determination of research questions 4 and 5. The findings showed that the indices of administrative lapses in financial management that relates with the work productivity of lecturers in colleges of education in Delta State are; poor funding - not sourcing for fund, poor or unknown financial planning, poor disbursement of funds/expenditures, bad control of funds of available - financial recklessness, and lack of or bad budgeting among others that indexes of administrative lapses in financial management had a high positive connection with work productivity of lecturers in colleges of education in Delta State with high levels of lecturers' work productivity. Administrators should look out for financial management lapses and avoid them were among the recommendations.

KEYWORDS: Administration, financial, resources, lapses, work productivity

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I. INTRODUCTION

Background to the Study

Administrative lapses reduce work productivity such as; use of financial resources without due process, and poor management of fund. Following the explanation above, Ayodele (2002) and Useh (2021) elaborate the definition by adding that: lapses can be explained as the inability or indifference of an individual not doing what is expected of him at the right time, not giving proper attention to issues.

Administrative lapses refer to the failure of the administrative heads to carry out school financial leadership roles as required of them which has a long lasting effect on the work performance and productivity of lecturers. Generally, they are; financial rascality, admission fraud, and financial supervisory negligence.

Computing the above lapses, Useh (2021), concentrated on financial lapses which has been observed to be the main reasons behind the administrative lapses in the various higher institutions such as the Colleges of Education and is due to failure of supervisory ministry and boards to closely observe the actions of the administrative heads that constitute lack of administrative commitment hence hindering lecturers' work productivity.

Administration differs hugely across schools and some lecturers within the same school. Moreover, these connections of lapses in financial management affect the productivity of staff and the academic performance and success of students. This is because the lecturers consider school heads as facilitators, supporters, and re-enforcers of the shared school mission and not only as guides, directors and leaders. The head of a school or college is on a crucial position in the school system. Being the chief of a group of working professionals, certified lecturers/teachers, and the arranger of cadres of no disclosed officials, he forms critical relations with the personnel. Similarly, as schools continue to change, and as demographic changes in the population will continue to happen naturally, there is a need and a call to different relationships paradigms of prudent fiscal management that will help guide the right people into classrooms as lecturers or teachers.

Financially, it just might lack, may be due to lapses through misappropriation, misallocation and embezzlement of fund, non-accountability of the small funds available, or ignorance of the accounting system. These lapses can also impact management of physical resources and human resources and, therefore, to prevent such lapses Anho (2020) observed that the majority of school heads have no proper knowledge of financial management and as such, most do not have the right knowledge of human and physical management, therefore by adopting this, they should be professionally trained on the topics of financial management, as well as human and physical management.

Statement of the Problem

Tertiary education is that provided in universities, colleges of education, poly-techniques, and mono-techniques such as those institutions that provide correspondence courses, which follows secondary education. According to the requirements specified in FGN (2014), Colleges of education which is a form of post-secondary education is one of the post-secondary education institutions in Nigeria which is specifically designed to train and prepare students to work in the teaching industry. Colleges of Education are institutions of teacher education whose goals include the production of highly motivated, conscientious and efficient classroom teachers in the primary and post-primary levels of our education system.

Lecturers are employees assigned with academic duty that encompasses; lecturing, research and in most instances community services. In general, lecturer (academic staff) roles in administrative roles in Colleges of Education are usually the administration of staff and students, organization of university work, establishment of policies and expectations of higher authority, staff planning, training and development, an attempt to cope with the limited educational resources available, evaluation/appraisal of staff below them, and leadership in any sphere of higher education management. Besides being lecturers, they should also be scholars in their different subjects i.e., have a thorough grasp of their different areas of specialization, possess high level of empathy, high tolerance level and good understanding of technological things like the high expectation of them by so many quarters.

These matters of seemingly financial administrative lapses of college/school administrators are proving alarming as it is leading to inefficiency, poor performance and output of lectures, which is reflected in poor attendance of lectures, truancy, late attendance, laziness, poor interpersonal relationship, negligence, inadequacy of financial and physical resources, harassment of staff and students, loitering and poor performance and achievement of students among others.

The noticeable financial lapses above can as well be referred to poor management of financial or material resources to conduct effective lectures and researches, poor communication, non-use of training and developmental opportunities which have raised a greater concern concerning the perceived ineffectiveness of lecturers as is apparent in the complaints raised by parents, students and some members of the general population. The fact that the financial administrative lapses did happen, and they impacted negatively on the lecturers output and the negative impact on students output is enough to prompt the need to conduct this research. The research question that arises as a result is therefore this; what is the association between administrative lapses in financial management and the work productivity of lecturers in colleges of education in Delta State?

Research Questions

The following research questions were raised and guided the study.

1. What are the indices of administrative lapses in financial management which relates with lecturers' work productivity?
2. What is the relationship between the indicators of administrative lapses in financial management and lecturers' work productivity?

Purpose of the Study

The study generally investigated the association between Administrative Lapses and Lecturers' Work Productivity in Colleges of Education in Delta State, Nigeria. Specifically, the research;

1. investigated the indices of administrative lapses in financial management which relates with lecturers' work productivity
2. discovered the relationship between the indicators of administrative lapses in financial management and lecturers' work productivity

II. REVIEW OF RELATED LITERATURE

Theoretical Framework

The theoretical framework under this study was system resource theory of organizational effectiveness prepared by Yetchman and Seashore (1967). The theory says that effectiveness is the organizational capacity to obtain and supply the benefits bargaining position in its environment, making use of its position to procure, wise, allocation, check and use the scarce resources. The resources dependence model looked at the connection between out sourcing decision and capability to use resources. This theory, developed by Yutchman and Seashore (1967), attempted to generally explain the uniqueness of an organization in identification special structure and the interdependence of the organization with its environment. It lies on the transaction that occurs in the management and exploitation of scarce resources.

To embrace this style you must learn that success of any organization that requires no, but that requires, how well the administrator is capable of obtaining the resources required, and how he works with superior staff in the environment to attain the effectiveness of desired goals or results. The significance of the theory to the education sector, - universities, polytechniques, colleges and schools is that there exist human, physical and financial resources that have school managers and administrators inputs to effectively facilitate these resources with the educational school setting to achieve lecturing/teaching, learning and research endowment at the standard the school expects better to achieve its goals through the financial resources.

The theory of Yutchman and Seashore (1967) says that provided that these administrative achievement effectively sorted into the school system, used and in fact monitored as input, there would be effectively outputs in the quality of staff and student commitment, performance and productivity. But unless this is done or charged and checked, it is a sign of administrative laxities which readily exert themselves on the quality of the schools production, and the production of the staff and students is also determined by the quality of management and administration of the financial resources especially functional at their disposal, hence potential areas of conflict between the administrators, school, lecturers and students.

Administrative Vices of Financial Administration

Financial management refers to the appropriate planning, sourcing, disbursal, operating and monitoring of available money in the college.

The problem of funding and especially the welfare of employees in different institutions have played a central role in a succession of strikes within higher institutions since the 1990s until 2024. According to Mushemeza, (2016), this has led to inadequate compensation and of salaries and created various unfortunate effects especially; low morale and self-esteem, dropping to better remunerated institutions after sponsorship to advanced degrees, low productivity and poor outputs especially in research and innovations, restricted allocation of time to research and publication resulting to stagnation of staff in their posts and failure to afford household utility, food, school fees and health care bills regularly. The second obstacle touching the funding aspect is the ever-increasing costs of operations within institutions that call on judicious expenditure of resources. Equally, wise utilization of resources requires proper planning, integrity, good attitudes/ behaviours and bold budget management (use of a well-planned budget framework). Citing examples of the principals of secondary schools in the state of Delta, Oroka and Anho (2024) described that the interest of the public and the government in the provision of finance for the school programs implemented and one of the challenging roles of school lapses that is mostly neglected is the management of financial and physical resources. One of the most important management tasks/or roles of the school administrator is in managing of funds. Although, most educational administrators do not have much control over the origin of funds to their schools, most of them, of course, take an impact on providing funds by proper budgetary system, accounting, reporting and competent negotiations (Anho, 2017). The school heads should, thus, be able to make sure that the funds are used effectively to meet the desired goals and objectives and funding of schools is one of the biggest administrative issues of school heads particularly of the Nigerian educational system the issue of under-funding. It should not be a surprise because in the recent past government revenues have dwindled drastically, and the national economy as a whole is in complete disarray thanks to the ongoing global economic recession. Government costs have not only increased with higher education in the country, but statutory costs have now tight budgetary constraints due to collapse of

the oil market, and due to high and increasing debt service obligations, (Odebiyi and Ama, 2009) (Oroka and Anho, (2024).

It is debated whether the government can afford to fund higher education in Africa in large volumes. A perception of promoting private-public collaboration in the financing of higher education also exists. Though favoring the idea of private-public partnerships, Adamu (2021) cautions against the threat/sensitivity to alter the academic curriculum according to the market needs, blindly and wholesale so as not to differentiate between privatization and commercialization. The writer suggested and rightly so that commercialization of higher education would hamper the intention of developing a research university which is the single institution that could give the institutional structure of maintaining intellectual thinking.

In every organization, managers always have the problem of adequate fund. Administrative heads of higher institution such as colleges of education have not been left behind. The administrator should, therefore, be wise in spending the fund at hand. Ejiofor (2000) considers the finance as a key requirement to a proper management of schools. As such, the school head needs to look after the school budget. Management of fund/finance normally relates to that school administration that is chiefly involved in obtaining, spending, and accounting productively with respect to accomplishment of educational objectives. The school head to make sure that the money is spent in accordance with its purpose and to maintain the proper account of his revenue and expenditure as these speak to his integrity Anho (2017).

The lack of money is perceived as a management issue in most schools at Delta state. Parents are unable to marshal the necessary funds needed by their children, due to low income of parents. No organization can live and perform its role with proper financial resources available to it. When school heads can barely afford the small financial resources they have in their quiver to either sustain or acquire instructional materials that both teachers can use, it will go a long way in determining their productivity and performance of their students. Considering these realities of the 21st century, various stakeholders in institutions need to be cognizant of imbalances/gaps between what is required and what is offered; what is required and what is possible given the constraints of the resources; and, what is ideal and what is real. There are high infrastructural needs/demands (physical and technological) in African institutions, especially those of a new and private nature. The number of students each year is growing and there is need to increase the number of lecture rooms, ICT laboratories, libraries, academic staff offices, and recreational facilities.

The economic recession that the world as a whole and Delta State in Nigeria are experiencing and have an impact on allocation that has an inevitable spilling over effect on the available funds sets issues facing the principals in terms of overall management. The management of the available finances by the principals therefore has major role in delivery of education services and towards attaining quality secondary education. Public education funded is a noticeable aspect that seems to drag back the growth and quality of education services in a majority of the developing countries and Nigeria appears to be the greatest casualty of the lack of funding in the education sector.

These demanded the study of Uchendu and Akani (2015) on the importance of proper funding in management of secondary school in Nigeria. Their results showed that poor investment on secondary school has impacts on its management. They cite a lack of infrastructure, expensive education, lack of staff commitment. They demonstrated that funding is the dynamo that will support delivery of educational services that will meet the educational objectives. It is on this background that they are urging the proper budgetary allocation towards the funding of the secondary schools in the country. According to a study by Oralu and Oladele (2015), Nigeria continues to fail to meet the recommendation in the United Nations Education Scientific and Cultural Organization (UNESCO) of allocating 26% of the budget towards education. This means that funding of the educational system in Nigeria is not being done in the best way which has unfavorable effect on school management and performance of teachers teaching in schools.

Similarly, Oyekan, Adelodun and Oresajo (2015) studied the provision of financial resources into education industry and the manner it improves productivity and the students of secondary schools in the Unity College, Federal Colleges, Ogun State. Their research design was the ex-post factor research design and used purposive sampling technique in conducting their study. View of scholar on allocation of financial resources was quoted. The three Unity Federal Colleges used in the study were called Federal government Girls Colleges, Sagamu; Federal Government College, Odagbolu and Federal Science and Technical College, Ijebu-Imushin respectively. Data analysis based on the respondents in terms of percentage calculation showed that the federal science and technical college, Ijebu-Imushin had the great percentage of 38.08 meaning that the school would produce great productivity and student results. The implications of this finding are that teachers promising practices to schools are based on resource allocation. The observation was in line with the report by the Voice of Nigeria (VON) (2013) which revealed that the increase in funding is pegged to enhancing the level of education received by the citizens of the country particularly at the secondary level.

On his part, Okororna (2013) stated that sufficient funding and sufficient management of school facilities are strongly related in a study conducted to find out what role instructional supervision plays and the sustained poor performance of students in a secondary school in Nigeria. This observation by the authors is

reflected in the pathetic results of school certificates, grievances in local and national newspapers and in electronic media that cast doubt on the performance of teachers in the teaching and learning process. The above study implies that the educational resources must be accessible and well managed to be utilized to enjoy optimum performance of school staff also associated with this research on management skill of human resource and work performance of secondary schools principals.

Tijani, and Abdulahi (2021) observed the correlation between current economic recession in Nigeria and teacher productivity in Kwara State Descriptive research design of type of correlation was adopted in the study. The target population included all teachers in the 304 state public secondary schools. 20 out of 404 schools in the state were selected by the stratified random sampling technique and 400 respondents were selected by simple random sampling method. The instrument named Economic Recession and Teacher Productivity Questionnaire (F.RTPQ) was created to provoke the respondent to provide information. Descriptive statistics were used to answer the two research questions obtained. Inferential statistics were used to test the three created hypotheses. The study finding showed that recent economic recession has led to a low teacher job performance at the present time. Also; Economic Recession, Inflation and Cost of living were positively and significantly related to teacher productivity. Therefore, the productivity of teachers in Kwara State Secondary Schools in Nigeria was highly dependent on the economic recession. This research would therefore advise that the government ought to implement the monetary and fiscal policies necessary to keep the cost of livings down. There is also a dire necessity to increase the minimum wages currently pegged at pathetic levels of N18, 000 per month.

When combined with the above, Esani (2022) listed some factors that leads to productivity in workplace to include; work environment, professional development opportunities, socialization, effective communication, management employees feedback, recognition, psychological stability, safety, and availability of tools among others with sufficient fund that is well managed.

The job productivity of teachers can be defined as the activities that they complete in schools to accomplish the educational objectives (Hwang et al., 2017). Job productivity of lecturers/Teachers is a critical topic in education industry. Although teachers are not only expected to carry out their functions, but with dedication which is doing what is needed to attain the set out targets with willingness to be involved and offer the best. A dedicated teacher is one who is self-motivated, one who likes his work, one who exhibits signs of job satisfaction. A commitment is personal and varies among various teachers. It thus might explain the variation in the productivity and performance of various teachers in the same or different schools. A dedicated teacher will most probably be more effective and resourceful as a teacher than an undedicated one (Igbogi, 2016).

The role of lecturers in any given teaching-learning institution is of utmost importance due to the central role they can play as the implementers of curriculum at the classroom level. It is because what teachers do or what they do not do may directly or indirectly influence the achievement of instructional goals in the classroom. Thus, researchers have frequently attributed learning result among students to some certain teacher characteristics like their educational level, experience in teaching, classroom behaviour and even their job productivity among others. Eze, 2012; Bolarinwa, 2013).

When an employee receives a response on a job, then (s)he would probably be satisfied with the response when he or she makes a comparison between his or her input (effort, time, mental and material resources) and the output (the product or work result), and realizes that the latter (result output) worked out positively. This could also be true of teachers who are most likely to compare the time spent studying a lesson, planning and writing lesson plans, teaching and evaluating the students etc., with the learning outcome of his or her students on the other to ascertain the worthiness of his teaching effort.

Work productivity level is also of significance in regards to organization success and accomplishments. Should external environment change, then there is need to adopt a change in an organization since it could be a motivating factor to achieve a competitive advantage. To this end, the competent and talented employees are what they needed the most (Lan, 2008). Such role is played by planning, decision making, dedication, motivation all in Lu the organization as it makes employees more productive and the goals he can accomplish can be done in an efficient manner. Motivation can help change the behaviour of employees in any organization thereby enhancing job productivity level. Individual differences exist in level of teacher job productivity. Another role is also significant to teachers as team management assists to meet the target in an efficient manner. Delegation is very important as it enhances skills and knowledge of teachers. There are teachers who exhibit a higher order of competence that is far beyond acceptable. They constantly strive to enhance working practices, role models, successful behaviour and attitude and influence others to do the same as well.

Edet and Ekpoh (2017) investigated the administrative obstacles of academic heads of departments of institutions in Cross River State in Nigeria. The aim of the study was to establish the strategies used by the Heads of Departments to surmount barriers. The study employed descriptive survey design. The study was driven by four research questions. Using a questionnaire constructed by researchers and named Administrative Barriers of Academic Heads of Departments Questionnaire (ACAHDQ), data were gathered on sample size of 129 HODs of University of Calabar (102) and Cross River University of Technology (27). Descriptive statistics

(frequency and simple percentage) were used to analyze data collected. It was found that the 129 barriers that HODs encountered by ranking included funding 129 (100%), meeting of deadlines 126 (98%), delayed examination result 120 (93%), excess workload 118 (91.4%). Some of the strategies that they employed to overcome these barriers as identified in the study were alternative sources of funding, early setting of deadline to submit result by lecturers, extra work time to meet work load (schedule), additional incentives, improvisation etc it could be seen in this study that HODs have barriers that can be categorized as meeting deadlines, funding and late delivery of result by lecturers, extra time at work to meet work load (schedule), extra incentives and improvisation etc.

Ogunbayo and Fatai (2022) conducted a research about why teacher productivity has to be increased because it is a factor that is based on efficient and effective in-service training. The premise of in-service training is that schools cannot grow without enhancing the skills of teachers. This research is a comparison of the productivity levels of inservice trained teachers and untrained teachers. In Nigeria, a field survey was carried out among instructors in various secondary schools in Akowonjo Education District in Lagos-State. This study utilized a simple random sampling method and questionnaires were administered to 80 subject teachers in the sampled secondary schools. Data collected was analyzed using demographic profiling, descriptive statistics, Pearson product-moment correlation statistics and t-test statistics. The results of the study showed that in-service training determines the productivity of the teacher. The analysis also uncovered that teachers that have been trained through the programme are more likely to excel than those who have not. It was concluded that the government just needs to create an organization that will continuously review and analyze the level of productivity of the teachers after training them and should always compensate the high-performing teachers well.

III. Methodology

The design of the study was ex-post-facto of correlational method. The study population was one thousand, one hundred and ninety three (1193) comprising 15 Deans of schools, 61 Heads of Units and 1117 lecturers in 3 Colleges of Education in Delta State. The sample population was four hundred and eleven (411) persons comprising of 15 Deans of Schools, (5 each) 61 heads of units, (20 each) and (335) lecturers of the three (3) Colleges of Education in Delta State. The instruments had two parts. The questionnaires were self-administered, with section A eliciting demographic data including; names of colleges, positions; (dean, heads of units or lecturer), and section B being self-built questionnaires with titles: Administrative Lapses in financial resource management questionnaire (ADLFAMQ) for lecturers and Lecturers Work Productivity Questionnaire (LWPQ) for administrators (deans of schools and heads of units). All the scales have 20 items/statements each.

Face and content validity were used to determine the validity of the instrument by expert judgment. It was put to the split-half reliability test with 30 heads of departments and lecturers of College of Education Ekiadolor Edo state. This was due to the fact that the Edo State has the same socio-geographical and economic features as the Delta State which formally was the same state by the name Bendel State. The respondents were divided into halves of odd and even numbers after administering the instrument. The Pearson Product Moment Correlation Statistics was used and Co-efficient of 0.76 for (ADLFAMQ) and 0.85 for (LWPQ) respectively were obtained and therefore utilized in the study. The researcher and three well instructed research assistants administered the instruments the 411 copies of the questionnaires were gathered on the spot, 387 respondents made up of 311 teachers' and 76 administrators returned their questionnaires very well filled. This provided 94% retrieval/return rate thus used for the analyses.

The data collected was analyzed with descriptive statistics of mean and standard deviation of research questions 1, 2 and 3, with acceptance level of 2.50 plus and Pearson Correlation coefficient of determination of research questions 4, and 5.

Research Question 1: What are the indices of administrative lapses in financial management which relates with lecturers' work productivity?

Table 1: Analysis of mean and standard deviation of lecturers' responses on the indices of administrative lapses in financial management which relates with lecturers' work productivity in colleges of education in Delta State

S/N	Items/Statements	N	Mean	SD	Decision
1	Poor funding – not sourcing for fund	311	3.52	0.82	Agreed
2	Poor or lack of financial planning	311	3.47	0.68	Agreed
3	Poor disbursement of funds/expenditures	311	3.50	0.65	Agreed
4	Bad control funds of available – financial recklessness	311	3.90	0.53	Agreed
5	Lack of or poor budgeting	311	2.79	0.67	Agreed
6	Not encouraging private – public partnership	311	3.34	0.73	Agreed
7	Inadequate remuneration of lecturers	311	3.35	0.63	Agreed
8	Leads to low morale of lecturers	311	3.37	0.67	Agreed
9	Leads to delay in payment of lecturers' salaries and emoluments				

		311	3.37	0.67	Agreed
10	Creates low self-esteem of lecturers	311	3.47	0.83	Agreed
11	Leads to lecturers attrition – brain-drain	311	3.58	0.70	Agreed
12	Creates limited time allocated to research and publications				
		311	2.71	0.80	Agreed
13	Inputs lecturers promotion stagnation	311	2.73	0.58	Agreed
14	Inability to meet personal and official financial responsibilities of lecturers	311	3.52	0.74	Agreed
15	Lack of financial control in the institutions	311	3.37	0.83	Agreed
16	Poor accounting records	311	3.32	0.61	Agreed
17	High cost of education	311	3.45	0.62	Agreed
18	Wrong procurement of procedures/processes	311	2.75	0.68	Agreed
19	Leads to poor accountability	311	2.65	0.54	Agreed
20	Leads to having substandard or low human, and physical resources	311	3.58	0.73	Agreed
Total Average Mean			3.24	0.69	Agreed

Source: Researcher's Field Work 2025

Table 1 was in reply to research question 1 on the indices of administrative lapses in financial management that is associated with work productivity of lecturers in colleges of educational establishments within Delta State. The N was 311 lecturers and the table indicated that all the items/statements had means exceeding the criterion acceptance of 2.50 and higher for agreed. The mean overall result of 3.24 also exceeded the acceptance aspect mark of 2.50 of agreed. Hence, the entire list was considered to be the measures of administrative failures in financial management that are related to the work productivity of lecturers in colleges of education in Delta State. These include; poor funding - failure to source funds, poor or absence of financial planning, poor disbursement of funds/ expenditures, bad control of funds of available- financial recklessness, lack of or poor budgeting, not encouraging - private partnership, inadequate remuneration of lecturers, causes low morale of lecturers, causes delay in payment of lecturers salaries and emoluments and creates low self-esteem of lecturers among others.

Research Question 2: What are the indicators of lecturers' work productivity connected to administrative lapses in colleges of education in Delta State?

Table 2: Mean and standard deviation Analysis of administration responses on the indicators of lecturers' work productivity connected to administrative lapses in colleges of education in Delta State

S/N	Items/Statements	N	Mean	SD	Decision
1	Attends department/board meetings	76	3.44	.56	Agreed
2	Building connections that allow community participation				
		76	2.95	.71	Agreed
3	Carrying out proper assessment and grading of Students' work/assignment	76	3.57	.60	Agreed
4	Collaborates on team work	76	2.95	.69	Agreed
5	Conducts and publishes researches	76	3.44	.57	Agreed
6	Course advising students	76	3.06	.43	Agreed
7	Designs programmes/projects that focuses on community needs/aspiration	76	2.67	.67	Agreed
8	Effective lesson/lecture delivery	76	3.42	.66	Agreed
9	Employing current and appropriate teaching approaches				
		76	2.63	.72	Agreed
10	Engages in effective internship programmes	76	3.00	.59	Agreed
11	Engages in quality record storage and retrieval	76	3.59	.77	Agreed
12	Invigilates/supervises students' during examinations				
		76	3.31	.61	Agreed
13	Offers consultancy services	76	3.10	.69	Agreed
14	Performs responsibilities assigned by institutional authority				
		76	3.50	.89	Agreed
15	preparation and utilization of teaching materials	76	3.36	.59	Agreed
16	Prepares students results	76	3.45	.57	Agreed
17	Quality knowledge of subject matter	76	3.50	.53	Agreed
18	Screening of students	76	2.64	.65	Agreed
19	Supervises students project	76	3.38	.59	Agreed
20	Supervises students' teaching practice/industrial training exercises				
		76	3.55	.49	Agreed
Total Average Mean			3.22	.62	Agreed

Table 2 contained the mean and standard deviation analysis of administration responses on indicators of lecturers productivity related to administrative lapses in colleges of education in Delta State, N = 76 administrators. The results found that all the respondents who rated the items/statements and whose mean scores were all above the 2.50 bench mark when agreed, the decision was made that the indicators of lecturers

productivity related to administrative lapses in colleges of education in Delta State was among others; attend department/board meetings, develop connections that enable community participation, conduct proper assessment and grading of students work/assignment, collaborates on team work, conduct and publish researches, course advising students, design programme/project that focuses on community needs/aspiration, effective delivery of lessons/lectures.

Research Question 3: What are the levels of the indicators of lecturers' work productivity connected to administrative lapses in colleges of education in Delta State?

Table 3: Mean and standard deviation Analysis of administrators' responses on levels of the lecturers' work productivity connected to administrative lapses in colleges of education in Delta State

S/N	Items/Statements	N	Mean	SD	Decision
1	Attends department/board meetings	76	3.44	.56	High
2	Building connections that allow community participation	76	2.95	.71	High
3	Carrying out proper assessment and grading of Students' work/assignment	76	3.57	.60	High
4	Collaborates on team work	76	2.95	.69	High
5	Conducts and publishes researches	76	3.44	.57	High
6	Course advising students	76	3.06	.43	High
7	Designs programmes/projects that focuses on community needs/aspiration	76	2.67	.67	High
8	Effective lesson/lecture delivery	76	3.42	.66	High
9	Employing current and appropriate teaching approaches	76	2.63	.72	High
10	Engages in effective internship programmes	76	3.00	.59	High
11	Engages in quality record storage and retrieval	76	3.59	.77	High
12	Invigilates/supervises students' during examinations	76	3.31	.61	High
13	Offers consultancy services	76	3.10	.69	High
14	Performs responsibilities assigned by institutional authority	76	3.50	.89	High
15	preparation and utilization of teaching materials	76	3.36	.59	High
16	Prepares students results	76	3.45	.57	High
17	Quality knowledge of subject matter	76	3.50	.53	High
18	Screening of students	76	2.64	.65	High
19	Supervises students project	76	3.38	.59	High
20	Supervises students' teaching practice/industrial training exercises	76	3.55	.49	High
Total Average Mean			3.22	.62	High

Table 3 presented analysis of mean and standard deviation of responses of administrators to levels of the indicators of work productivity of lecturers related to administrative lapses in colleges of education in Delta State, N = 76 administrators. The results showed that all respondents rated the items/statements high with all mean and total average mean greater than 2.50 the high point. Because the average of all the items/statements and the overall average is above the 2.50 mark of acceptance, it was concluded that the degrees of the indicators of work productivity of lecturers related to administrative lapses in colleges of education in Delta State was high in attends department/board meetings, building connections that allow community participation, carrying out proper assessment and grading of students' work/assignment, collaborates on team work, conducts and publishes researches, and course advising students among others. It is to say that without the administrative lapses, the amounts of productivity of the lecturers will be higher.

Research Question 4: What is the connection between the indices of administrative lapses in financial management and lecturers' work productivity?

Table 4: Analysis of correlation coefficient on determination between the indicators of administrative lapses in financial management and lecturers' work productivity in colleges of education in Delta State

Variables	N	$\bar{X}$	SD	r	r ²	r ² %	Decision
Indices of administration lapses in financial management	311	3.24	0.69	.720	.518	51.8	Positive Connection
Lecturers' work productivity		3.22	0.66				

Table 4 data answered research question 3 on the correlation between the indices of administrative lapses in financial management and the work productivity of lecturers in a college of education in Delta State. The table reflected N = 311 lecturers, the mean of administrative lapses indexes in financial management was 3.24 with SD = 0.69 and average work productivity of lecturers was 3.22 with SD = 0.66. Conclusion: an affirmation of the high positive connection and the use of indices of administrative lapses in financial

management as a contributor of the work productivity of lecturers in colleges of education in Delta State, the $r = .720$, $r^2 = .518$ and $r^2\%$ was 51.8% which indicates indices of administrative lapses in financial management contributes 51.8% to work productivity of lecturers in a college of education in Delta State.

Research Question 5: What is the link between the administrative lapses in financial resource management and levels of lecturers' work productivity in colleges of education in Delta State?

Table 5: Analysis of Pearson Product Moment between the administrative lapses financial resource management and levels of lecturers' work productivity in colleges of education in Delta State

Variables	N	$\bar{X}$	SD	r	r^2	$r^2\%$	Decision
Administration lapses		3.30	0.69				
Levels of lecturers' work productivity	311	3.22	0.66	.731	.450	45	Positive Link

The results on the link between the administrative lapses in financial resource management and the work productivity levels of lecturers at Delta State in response to the research question 4. Our table showed N of 311, the average of administrative lapses was 3.30 and the standard deviation was 0.69 and the average of Levels of lecturers work productivity was 3.66 and standard deviation was 0.66. The $r = .731$, $r^2 = .450$ and $r^2\%$ of 45.0% is an indication of positive link between administrative lapses in financial resource management and the work productivity levels of lecturers at Delta State with administrative lapses in financial resource management contributing 45.0% to the work productivity levels of lecturers at Delta State.

IV. Discussion of Findings

Administrative Lapses in Financial Resource Management and Lecturers Work Productivity Indices

The answer to the research question 1 on what constituted the indices of administrative lapses in financial resource management in colleges of education in Delta State as came out as poor funding not sourcing funds, poor or no financial planning, poor disbursement of funds/expenditures, bad control of funds of available financial recklessness, lack of or poor budgeting, not encouraging private/public partnership, inadequate remuneration of lecturers, leads to low morale of lecturers, leads to delayed payment of lecturers salaries and emoluments, and low self-esteem of lecturers among

The second finding on this variable emerged as a result of presentation, analysis of data in table 4 to respond to research question 4 of the connection between the indices of administrative lapses in financial resource management and the work productivity of lecturers in colleges of education in Delta State revealed that there was a positive connection with indices of administrative lapses in financial resource management which contributed 51.8% to the work productivity of lecturers in colleges of education in Delta State.

This result concurs with the outcome of Oyekem, Adelodun and Oresaju (2015) who find a similar relationship between financial management to improve productivity in unity colleges in Ogun State. Correspondingly, the result aligns with Anho (2017) who found a strong relationship between fiscal and physical resources and administrative dedication by school heads, quality performance of teachers and attainment of students.

This conclusion also justifies the results of Mushemeza (2016) who found that there are certain administrative issues which poor management of financial/funding resulted in administration of schools to have; creation of low morale and self-esteem, brain drain, and poor outputs. This observation is consistent with that by Mushemeza (2016) that the absence of financial management are consequences of poor management of existing financial management, such as non-prudent resource of financial management, inappropriate budgeting, inappropriate financial planning and control. It also concurs with Titani and Abdukn (2021) that found a connection between the ongoing economic recessions in Nigeria since it influenced the handling and management of funds in schools and low productivity of teachers. The observation is consistent with the research submission by Oroka and Anho (2024) that administrative negligence in financial resource management are evident in poor budgeting, accounting, financial reporting and poor allocation by government.

Lecturers' work productivity connected to administrative lapses in colleges of education in Delta State

The 3rd finding was obtained from the analysis of research question 2 presented on table 2 on what constituted indicators of work productivity of lecturers link to administrative laxity in colleges of education in Delta State. These are; attend department/board meetings, develop connections that enable community participation, conduct proper assessment and grading of students work/assignment, collaborates on team work, conduct and publish researches, course advising students, design programme/project that focuses on community needs/aspiration, effective delivery of lessons/lectures. A related 4th finding on research question 3 on the levels of the indicators of lecturers work productivity connected to administrative lapses in colleges of education in Delta State was analyzed on table 3 and showed that the levels of the indicators with all the items were very high. Therefore they were the variables reflecting productive work of lecturers in relation to administrative failure in colleges of education in Delta State.

Similarly, a corresponding finding was obtained from the analysis of data on research question 4 presented on table 4 which indicated affirmation of the high positive connection and the use of indices of administrative lapses in financial management as a contributor of the work productivity of lecturers in colleges of education in Delta State. This result validate the works of Edet and Ekpoh (2017) which studied the administrative barriers of academic heads of departments in institutions in Cross River State, Nigeria and discovered that administrative barriers exist that inhibit the productivity of the work of lecturers. Job productivity levels are extremely significant to the success and performance of any organization including a school. The result also corroborates Okologbo et al., (2021) that attributed leadership quality of administrators to job productivity of teachers that can be translated to job productivity of lecturers.

The present finding is connected to this previous finding but in terms of the productivity of the work by lecturers. Job productivity levels are highly important to the success and achievement of any organization including institutions of learning. The result also confirms Okologbo et al., (2021) which associated the quality of leadership by administrators with teacher job productivity and which may be extended to job productivity of lecturers.

This result is in harmony with the different yet related results of Ayodele (2002), Ajayi (2004), Useh (2021), Pettes (2021), Okolugbo et al., (2024), Ugo and Anho (2025) that financial communication, leadership transparency disposition, financial collaboration, quality supervision of financial and physical resources among others are significant areas of tasks of administration that connect with quality involvement of staff and productivity, but if not properly utilized and/or not utilized at all in the administration and running of the colleges/schools, administrative failure results.

Administrative lapses will have a positive or negative influence on workers commitment, performance and productivity. With a solid and powerful administration, the workers will be dedicated, work with great quality production thus administration must not have lapses, barriers or weaknesses.

V. Findings

1. the indices of administrative lapses in financial management that relates with the work productivity of lecturers in colleges of education in Delta State are; poor funding - not sourcing for fund, poor or unknown financial planning, poor disbursement of funds/expenditures, bad control of funds of available - financial recklessness, lack of or bad budgeting, not encouraging - private to public partnership, poor remuneration of lecturers, causes low morale of lecturers, causes delay of payment of lecturers salaries and emoluments, and creates low self-esteem of lecturers
2. work productivity indicators link to administrative lapses in colleges of education in Delta State; participates in department/board meetings, develops relationships that can enable community participation, performs adequate assessment and grading of student work/assignment, engages in team work, conducts and publishes researches and advises students in courses among others.
3. Indexes of administrative lapses in financial management had a high positive connection with work productivity of lecturers in colleges of education in Delta State.
4. The extent of work productivity of the lecturers linked to financial administrative failure in colleges of education in Delta State was very high.
5. The association between the administrative lapses in financial management and the work productivity of lecturers in colleges of education in Delta State were positively outstanding.

VI. Recommendations

1. These are some of the lapses that administrators should look out for in financial management and avoid including - not sourcing funds, poor or lack of financial planning, poor disbursement of funds/ expenditures, bad control of funds available, financial recklessness, lack or poor budgeting, not encouraging private - public partnership, inadequate remuneration of lecturers and delay in payment of salaries and emoluments of lecturers among others.
2. Administrators in university, college of education, polytechnics, including secondary and primary schools should undertake compulsory course in financial management before graduating and those already employed should be made to undertake seminars and workshop in financial management so as to avoid the indicated lapses in financial management.

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