



## Relationship between academic staff withdrawal behaviours and administrative effectiveness of heads of department of universities in Edo State

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### Abstract

The study examined the relationship between withdrawal behaviours and administrative effectiveness of heads of academic departments of the universities in Edo State. Two research questions were raised and two hypotheses were formulated to guide the study. The study adopted the combination of survey method and correlational research design. A sample of 1,100 representing 40 percent of the population was drawn using the multi-stage stratified random sampling technique. The instruments used for the study were Absenteeism of Academic Staff (AASS) and Instrument for Measuring Lateness of Academic Staff (MLASS) and Head of Department Administrative Effectiveness Questionnaire (HODAEQ). Cronbach Alpha reliability was used to determine the reliability of the instruments. Hypotheses 1 and 2 were tested, using the Pearson Product Moment Correlation Coefficient. The results of the study showed that: there was a strong, inverse and significant relationship between academic staff absenteeism and administrative effectiveness of the Heads of Department. The study also found that there was a strong, inverse and significant relationship between academic staff, lateness and administrative effectiveness of the heads of department. It was therefore concluded that absenteeism and lateness withdrawal behaviour of academic staff has adverse effect on HOD's administrative effectiveness. The study consequently recommended among others staff enlightenment on the adverse impact of Academic Staff withdrawal behaviours on Heads of Departments' administrative effectiveness.

**Keywords:** Withdrawal Behaviours, Administrative Effectiveness

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### Introduction

Administrative effectiveness of a Head of Department (HOD) in Nigerian universities, including those in Edo State, refers to competencies in performing the functions of the office. The functions are managerial roles, which entail provision of academic and administrative leadership in the department. They are the combination of day to day task accomplishment required by the office. The Head of Department occupies a unique and strategic position in working towards ensuring efficient attainment of the goals of every Nigerian University. The conventional goals of the universities, according to National Policy on Education, are to teach for the purpose of imparting knowledge and developing skills, conduct research and provide community service, among other things (Federal Republic of Nigeria, 2013).

Education entails teaching, learning and development of the learner. The teacher or lecturer occupies a pivotal position in playing these roles. It follows then that effective supervision of the teacher or lecturer is key to education at every level required for development of every society. Here lies the indispensability of teacher's or lecturer job commitment and administrative effectiveness of heads of academic units at every level of education, including tertiary institutions (Adebayo, 2017) and Isabu (2017).

The role of the head of department is particularly strategic because the three major conventional roles of the universities finding expression in teaching research and community service basically played by the

academic staff under the supervision of the head of department. It is by these same basic roles that the academic staff is annually appraised as they reflect service delivery of the universities. The incumbent in the office is a lecturer also playing the normal role of a lecturer. The nature of his/her office demands that the way he/she plays the roles should demonstrate the required leadership role (Omoike, 2007) and Anwukah (2017).

Understanding of administrative effectiveness of heads of department requires awareness of their functions. Omoike (2007) and Shahmandi, Long, Ishmail, Samah and Othman (2016) discussed the roles or functions of a head of department on which his/her administrative effectiveness can be assessed. They can be summarized as administration of instructional programmes, staff administration, administration of students, and administration of facilities. They also include administration of finance, administration of offices and administration of external relation.

Administrative effectiveness is competency of the head of department in performing the functions of his/her office. It therefore refers to competency in performing the functions explained above. This means work outcomes or the extent to which the results of the works are up to expectations. Different researchers on administrative effectiveness adopt different parameters to measure it but all in line with the functions of the head of department outlined above. Harris, Jamleson and Russ (1998) and Walvoord (2000) for instance, adopted high regard for the department in the university, emphasis on teaching and learning, consistent increases in students' performance, persistent rising expectations of staff and students week to week and year to year, and decline in staff stress. They also include staff identifying with dynamic successes recorded, a caring environment established by the head of department, learners actively playing part in running the departments, planned and replanned motivation of students, adequate openness to new ideas, effective utilization of resources, the head of department seen as a role model and frequently informing staff and students of happenings in the university.

Others are providing a detailed and acceptable course outline and description, sufficient record keeping and updating, adequate and frequent staff praise and reward, preventing unwanted interruptions and development and efficient personnel management. Administrative effectiveness of head of department, like every other form of management or leadership, requires team work and effective participation of subordinates. Anti-work behaviour like absenteeism, lateness, low commitment to work, indiscipline and withdrawal behaviour of subordinate could therefore have implications for administrative effectiveness (Omoike, 2007).

Withdrawal behaviour (WB) means physically non-available to perform one's duties and performance below expectation on the job due to psychological factors (Falkenburg & Schyn, 2007). Terry and Gupta (1978) regarded withdrawal behaviour as employee disengagement from job or organisation while maintaining job role or membership. Their definitions however do not seem to adequately cover turnover as a form of withdrawal behaviours. The major types of withdrawal behaviour are absenteeism, lateness or tardiness and turnover which are physical withdrawal behaviours. The other types, according to Kaplan, Bradley, Lackman and Haynes (2009) are presenteeism and burnout which are psychological withdrawal behaviours. There is no always watertight compartmentalization among these major forms of withdrawal behaviours. The nature or peculiarity of a study may dictate working with variables that may cut across some types. On the basis of this, Erdemli (2015) for instance, described psychological withdrawal behaviour to refer to items within presenteeism and some other psychological factors in his study of teachers' withdrawal behaviour in Turkey. Referred to in the work withdrawal behaviour are under absenteeism and lateness

Absenteeism refers to non-availability at duty post for a day work. It also means leaving one's duty post before closing time and time scheduled for an assignment, particularly when the assignment is not completed (Erdemli, 2015). There can be excused or planned absenteeism, avoidable and unavoidable absenteeism. Period of absence can also be taken into consideration.

Absenteeism of academic staff is the first independent variable of this study. It has some peculiarities when compared to conversational absenteeism. An academic staff of the universities studied does not have to be in the university every work period. Yet, he/she exhibits absenteeism when he/she is not available for the assigned duties within and outside the university.

Academic staff absenteeism has implication for the dependent variable, administrative effectiveness of the head of department. Absenteeism is counter work behaviour. It means it reduces productivity of the academic staff. This could also affect administrative effectiveness of the Head of Department who supervises the academic staff, particularly as the members of the department need team work for its success. The areas of the Head of Department's administrative effectiveness that may be affected are administration of instructional programmes, academic staff, administrative staff, students, facilities, finance, office and external relations. The second independent variable is lateness.

Lateness means failure to report for duties at the scheduled time or time-line. It may be for commencement of a day work or after break. Different forms of lateness identified by Blau (1994) are unavoidable lateness, stable periodic lateness and increasing chronic lateness. Academic staff lateness is the second independent variable of this study. Lateness as it relates to academic staff is different from the

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conventional lateness as failure to meet time line for general work resumption in the university. Rather, it mean failure to meet time line in a particular academic staff assigned duties within and outside the university. As explained in relation to academic staff absenteeism, academic staff, lateness as a counter behaviour could have negative effect on aspects of the Head of Departments administrative effectiveness specified above.

Pavithra, Barani and Lingaraja (2017) examined the reasons and results of absenteeism in public sector organization in Bharathiar University, Coimbatore. Employees reporting late to work were sometimes found to be absent from work due to low morale. The main challenge with absenteeism is human attitude, that makes employees withdraw themselves from work, which is difficult to change, and the other problem is manipulation of attendance registers by employees for other employees. The result showed that staff absenteeism had negative effect on administrative effectiveness in Bharathiar University, Coimbatore.

Benkowski and Weade (2017) examined the relationship between school and work tardiness in high school teachers' effectiveness in rural central Wisconsin. The literature review covered tardiness and absences in the work and school environment, school failure, its relationship high school teachers' effectiveness and the effect with school behaviour and performance. The research showed that working students were significantly different from their fellow students. Working students were more punctual at school classes, had fewer unexcused school absences, and had higher Grade Point Averages (GPA). The hypothesis that working students would exhibit the same tardiness pattern at work as well as at school was strongly supported. That is, students who were punctual at school were also punctual at work while students who were tardy at school were also tardy at work. The result showed inverse relationship between staff absenteeism and administrative effectiveness in high school teachers' effectiveness in rural central Wisconsin.

Leovigildo and Mallillin (2017) examined the causes and extent of absenteeism, tardiness and under time of employees in selected Higher Education Institutions (HEI). The Descriptive Correlative Approach was utilized in the study in obtaining the data and other necessary information. The author used the questionnaire, observation, documentary analysis, and informal interview guide as an instrument to gather such data. Thirty (30) respondents were utilized in the study. This was conducted during the period 2016-2017. Result showed that there was no significant relationship between the factors that might cause absenteeism and tardiness of employees and the extent of the aforementioned factors. It also found the influence on the respondents which might relate to the person, family or home. Other influences found related to work management, work atmosphere, human relations and school policies. However, there was a significant relationship in terms of career perspective. The result further showed that staff absenteeism significantly affected employee productivity.

Adebayo (2017) examined the impact of staff absenteeism on higher institutions in Nigeria. The study was a descriptive research of survey type. The target population for this study was the entire academic staff of Ekiti State tertiary institutions. The sample of this study was 200 respondents which comprised 100 academic staff from Ekiti State University and 100 academic staff from Federal Polytechnic, Ado-Ekiti. Two instruments were used to carry out the investigation. The instruments were validated using face and content validity. The method of test-retest was used to measure the reliability of the instruments. The reliability coefficient of 0.74 was obtained. The data in the study were analysed using Pearson Product Moment Correlation. The results of the study further indicated that absenteeism negatively affected administrative effectiveness in the institution.

Studies on lateness of academic staff and administrative effectiveness in schools have been investigated in studies in recent times. Uwannah (2015) investigated the influence of lateness and favouritism on administrative effectiveness of university employees in Nigeria. This was for the purpose of ascertaining the relative and combined contributions of lateness and favouritism on employees' effectiveness in higher institutions in Nigeria. A descriptive survey research design was adopted for the study. A total of 600 respondents were selected for the study, using proportionate stratified sampling technique. Four standardized instruments were used for data collection. The hypotheses generated for the study were tested at 0.05 alpha levels using Regression Analysis and Pearson Product Moment Correlation Statistics. The finding of the study was that lateness and favouritism jointly but negatively contributed to administrative effectiveness and staff productivity in the universities.

Okeke, Chukwuemeka and Amobi (2017) examined the effect of occupational stress and how it impairs the effectiveness of the academic staff in the South Eastern Universities in Nigeria. Descriptive research design was adopted. Data were collected using questionnaire, face to face interview, observation and focus group discussion. Both the Spearman's Rank Correlation coefficient and the Cronbach's Alpha Coefficient were used. The same version of the Research Instrument was administered to the same respondents at two points in time and their scores were correlated. A Spearman's Rank Correlation of 0.95 shows that the instrument is reliable. This was also confirmed by getting a Cronbach's Alpha Coefficient of 0.90. The Major findings revealed that lateness had negative effect on the administrative effectiveness in the south east universities in Nigeria.

Matheri, Cheloti and Matheri (2016) determined administrative and managerial effectiveness in schools in Mtito-Andei Division, Kenya. The study sought to establish the relationship between staff lateness and effectiveness in management of the discipline, staff, students and school finance among Heads of Departments and principals. The study used ex-post facto research design. Simple random sampling was used to select the respondents for the study. The sample size was 28 principals and 140 teachers. Data were collected by use of questionnaire and interview schedules and was analyzed by use of descriptive and inferential statistics. Conceptually, the chi-square statistic was computed. In hypotheses the four scores in management of discipline, management of staff personnel, management of students and management of financial resources were converted from continuous data to discreet data (categories) respectively and then Chi-square used to test the hypotheses. The researcher adopted a significance level of 0.05. The result showed that staff lateness or failure to meet timeline in commencement of day work had negative impact on administrative effectiveness in schools in Mtito-Andei Division, Kenya

Alimi, Alabi and Ehinola (2017) investigated teachers' perception of school heads' leadership effectiveness in the salient aspects of school management: pedagogical skill, administrative skill and community relation skills effectiveness in schools in Ondo State. Three hundred and sixty (360) teachers were selected from 10 public and 10 private secondary schools in Ondo State on the basis of proportionate stratification to reflect the varying degrees of their proprietorship, academic qualifications and local government areas. The instrument for data collection was a 30-item questionnaire tagged, Teachers' Perception of Principals' Leadership Effectiveness Questionnaire (TPPLEQ). Two hypotheses were formulated and tested using t-test statistical tool. The results showed that staff lateness such as resumption after break, completing official assignment and giving fake excuses to avoid meeting timeline had a significant negative influence on their job effectiveness in schools in Ondo State.

Researches have shown that administrative effectiveness by head of departments in university cannot be divorced from the behaviours of academic staff. It is not to the researchers' knowledge that the relationship between academic staff withdrawal behaviours and administrative effectiveness of Heads of department of universities in Edo State has been well researched.

A few researchers focused in teachers' perception of school heads leadership effectiveness in the salient aspect of school management pedagogical skill, administrative effectiveness and administrative skills and community relation effectiveness in school and the relationship between school and work tardiness in high school teachers effectiveness. There have been limited studies concerned on relationship between academic staff withdrawal behaviours and administrative effectiveness of Head of departments in Universities in Edo State, Nigeria.

It is against this backdrop, that this study examines academic staff lateness and absenteeism withdrawal behaviours and administrative effectiveness of Heads of academic departments of the universities in Edo State. The specific objectives of the study are to examine whether there is a relationship between academic staff absenteeism and the administrative effectiveness of the Heads of Department in the Universities in Edo State; and also to determine whether there is a relationship between lateness to work and the administrative effectiveness of the Heads of Departments in the Universities in Edo State.

In order to achieve the specific objectives of the study, the following research questions were raised and answered in this study; is there any relationship between academic staff absenteeism and administrative effectiveness of the Heads of Department in the Universities in Edo State? And does any relationship exist between academic staff lateness to work and administrative effectiveness of the Heads of Departments in the Universities in Edo State?

### **Rationale for the Study**

In recent times, fundamental challenges have been identified in Nigerian Universities, which reflect their weak capacity for service delivery and efficient goals attainment. The challenges identified by some researchers are low rating of the Nigerian Universities among the world universities, low managerial efficiency or administrative effectiveness and withdrawal behaviours. Also stated are challenges of corruption, unsafe schools, sexual harassment, students' restiveness, aggressive student's unionism and incessant strikes.

The above problems, coupled with the identified challenges of heavy workload and low organisational commitment, could be an explanation for depictable negative practices reported in some of the universities. These are unwarranted delay in graduation of some students, phenomenon of missing result, graduation with low grade, stress and frustration. These lead to some students wrongly seeking solace in cultism, prostitution and suicide.

Efforts have been made by various relevant bodies to provide solutions to these problems. These are the Nigerian state institutions at various levels, the National Universities Commission (NUC) and the universities themselves. They have continuously made laws and policies which are enforced or implemented to provide

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solutions to the challenges. Despite researches conducted and geared towards improved understanding of the various facets of the problems to facilitate providing solutions to them, the problems persist.

A careful look into the enumerated problems would reveal that they are dominantly in the domain of or related to withdrawal behaviours and administrative effectiveness. These two areas should therefore not be ignored. Some questions may therefore be raised. They relate to if the employee, particularly the academic staff, exhibit physical counter work behaviours like absenteeism and lateness which make them fail to do their work well. There is therefore a need for researchers to beam adequate search light on them in an effort to save the universities from total collapse.

The study therefore set out to attempt to provide this required missing link. It is to find out if there is a relationship between academic staff absenteeism and withdrawal behaviours and administrative effectiveness of heads of department of a section of Nigerian Universities. It also seeks to find out if there is a relationship between academic staff lateness and withdrawal behaviour and administrative effectiveness of heads of department of universities in Edo State.

This study set out therefore to fill the above gaps in knowledge. In the research, each of the stated academic staff withdrawal behaviours (absenteeism and lateness) are independent variables while administrative effectiveness of heads of department is the dependent variable.

### Hypotheses

The following hypotheses were tested in this study:

1. There is no significant relationship between Academic Staff absenteeism and administrative effectiveness of the Heads of Departments in the Universities in Edo State.
2. There is no significant relationship between academic staff lateness to work and administrative effectiveness of the Heads of Departments in the Universities in Edo State

### Method

Survey method was adopted. It was a correlation study to the extent that it sought to find out if there was a relationship between the independent variables and the dependent variables and the direction of the relationship. Kerlinger (1986) argued that correlation technique was suitable in such a study.

The population for this study consisted of the 3,268 academic staff of all the academic departments within faculties of the three public universities and four private universities in Edo State. The distribution of these academic staff is: 654 academic staff in Ambrose Alli University, Ekpoma; 134 academic staff of Edo University, Iyamho; 1,800 academic staff of University of Benin, Benin City; and 65 academic staff of Adegboyega University. It also includes, Ogwa; 295 academic staff of Benson Idahosa University, Benin City; 272 academic staff of Igbinedion University, Okada and the 48 academic staff of Well Spring University, Benin City. It may be noted that at the time of final presentation of this thesis at the school of postgraduate studies in July, 2021, the name of Edo University, Iyamho (EUI) had been changed to Edo State University Uzairue (EDSU)

From the total population of the academic staff of the universities of 3,268, a sample size of 1,110 representing 40 percent of the total population, found suitable in statistical representativeness, was drawn. Four sampling techniques were adopted in the study. The multi-stage sampling procedure was employed during sample selection. The multi-stage sampling procedure was adopted because the sampling progressed through a series of three stages using various sampling techniques – purposive, stratified and simple random sampling procedures. In the first stage, the purposive sampling technique which Oyibo (1992) recognized as a non-probability sampling technique was adopted to select the only Federal University in Edo State, University of Benin, Benin City for the study. In the second stage, stratified sampling technique was adopted to select a state university and a private university for study. In adopting it, the state universities were stratified into Ambrose Alli University Ekpoma and Edo University Iyamho, Uzairue. The private universities were stratified into Samuel Adegboyega University, Ogwa, Benson Idahosa University, Benin City, Igbinedion University, Okada and Well spring University, Benin City.

Lottery technique, a simple random probability sampling was adopted in the third stage, to select a particular university each among the stratified private and state universities for study. In adopting the lottery technique for the private universities, the name for each of the four private universities was written on a separate piece of paper. Each piece of paper was folded and dropped in a bag. The bag was properly shaken to shuffle the papers. Then the paper picked blind folded by the researcher was opened. The name on it was the university selected. This led to Benson Idahosa University as the selected private university for the study. The same lottery technique was adopted for the two state universities leading to Ambrose Alli University, Ekpoma as the selected state university.

In the fourth stage, lottery technique was similarly adopted to select the individual participants for each selected university. The names of the academic staff were written on pieces of paper. Each paper was folded and dropped in a bag. The researcher shuffled the papers, picked one and re-shuffled. This continued until the number in the sample size was picked. Oyibo (1992) explained this type of lottery as a probability random sampling technique.

### **Instrumentation**

The questionnaire for this study has three sections. Section A contains the demographic characteristics of respondents. Section B contains the instrument for measuring absenteeism. Section C contains instrument for measuring lateness. Section D, the final section, contains items for measuring administrative effectiveness of Heads of Departments. The instruments in Sections B-D were designed and structured in line with the Likert scale. It has a 4-point scale ranging from Strongly Agree (SA), Agree (A), Disagree (DA) and Strongly Disagree (SD). SA was weighed with a score of 4 points, A has 3 points, D has 2 points and SD was assigned 1 point.

Three instruments were used in the study. These are: a) Instrument for Measuring Absenteeism of Academic Staff (IMAAS), b) Instrument for Measuring lateness of Academic Staff (IMLAS), and d) Head of Department Administrative Effectiveness Questionnaire (HODAEQ).

IMAAS and IMLAS were adapted from the instrument, Teachers Withdrawal Behaviour (TWB) designed by Erdemli (2015). The TWB had to be adapted in this study to make it suitable for measuring Withdrawal Behaviour among academic staff of the Universities in Edo State. In adapting it, the TWB which had 8 items for measuring physical withdrawal behaviour (absenteeism and lateness) was separated into the same two withdrawal behaviours to have IMAAS and IMLAS. In IMAAS, items 1, 2 and 3 were lifted from TWB. Items 4 to 15 were constructed by the researcher.

In IMLAS, items 1, 2 and 3 were also lifted from TWB while items 4 to 12 were constructed by the researcher. In IMPWAS, there was an adaptation of Erdemli's (2015) 12 items, Teachers Psychological Withdrawal Behaviour (TPWB). Items 1 to 11 were adopted. Present items 12 to 17 were constructed by the researcher. In adapting it, items 1 – 3 of the Intention to Quit Scale were lifted while item 4 was constructed by the researcher. The adaptations were done under the close supervision of my two supervisors.

The Head of Department Administrative Effectiveness Questionnaire (HODAEQ) designed by Omoike (2007) and used to study Nigerian Universities has 30 items separated into seven major areas of administrative effectiveness of heads of department. In adapting it, all the 30 items were lifted. It was adapted to the extent that Likert formation scaling technique was used in this study which was different from that of the researcher.

The adopted part of the instrument, Head of Departments Administrative Effectiveness Questionnaire (HODAEQ) was validated by the original designer - Omoike (2007). The face content validity was carried out by the experts in Guidance and Counselling of Ambrose Alli University, Ekpoma. The instruments were subjected to scrutiny, modifications and verification by the researchers' supervisors and experts to ensure that they were appropriate for the study. The corrections made by them were integrated in the instruments before finally administering them on participants.

### **Validity and Reliability**

To determine the internal consistency of the instrument, the Cronbach alpha reliability method was used. One hundred (100) copies of the instrument were administered to lecturers in universities not covered in the study sample in Edo State. The reason for the choice of these respondents was that they did not constitute part of the sample that was used. This was done to avoid pre-knowledge of items in the final work which could cause bias responses. The choice of Cronbach reliability technique among several reliability techniques was informed by the need to eliminate errors of measuring in a test-retest condition. According to Sekaran (2013), sentiment and biases are sometimes introduced in taking a second test administration, and this has made Cronbach alpha reliability method more widely embrace in testing instruments with sub-scales. Furthermore the use of Cronbach reliability alpha (which does not require a second-test administration to determine the reliability index of an instrument) is informed by the need to show the "item-to-item", "item-to-sub-scale(s)" and "item-to-scale" alpha of the instrument(s) psychometric properties. Among others the item-to-item and item-to-subscale reliability procedure helped the researcher to determine the relative significance of an item within a sub-scale or overall-scale when an item is deleted or excluded from the scale.

In carrying out this study, the instruments were administered to a total of thirty lecturers with constitute participants in the pilot group. After administration, responses of the participants in the pilot group were collated and analysed using Cronbach Alpha reliability technique. The Cronbach reliability analysis was performed using the Statistical Package for Social Science (SPSS version 21). The Cronbach alphas ( $\alpha$ ) for the

instruments are as follows: 0.786 for Instrument for Measuring Absenteeism of Academic Staff (IMAAS), 0.832 for Instrument for measuring lateness of academic Staff (IMLAS), 0.774 and 0.874 for Head of Departments Administrative Effectiveness Questionnaire (HODAEQ). Items in the instruments were all considered reliable because the reliability co-efficients were all significant at  $p < 0.05$ .

### Procedure/Time Frame

To administer the instrument, three research assistants were employed from each of the three universities. The three research assistants were post-graduate students with a minimum of first degree who had sufficient knowledge of the university. They were trained on relevant parts of method of study and how to administer and retrieve copies of questionnaire. They were further trained on the requirements of the study. They were supervised by the researcher to do the work.

A period of three weeks was initially set aside to carry out the administration and retrieval of filled questionnaire. However, the administration of instrument actually took about four weeks. Although, a total of 1,100 copies of the questionnaire were distributed after collation, a total of 1,076 copies of the questionnaire distributed were recovered from the academic staff of the institutions. This indicates a return rate of 97.8 percent.

### Data Analysis

The two research questions were hypothesized. Hypotheses 1-2 were tested using Pearson Product Moment Correlation Co-efficient, Pearson r- coefficient  $\pm 0.00 - 0.39$  = Weak relationship. Pearson r- coefficient  $\pm 0.40 - 0.69$  = Moderate relationship. Pearson r- coefficient  $\pm 0.70 - 1.00$  = Strong relationship.

### Limitations of Methodology

This study examines relationship between academic staff withdrawal behaviours and administrative effectiveness of Heads of Departments of universities in Edo State. Because of the small geographical area covered, national or international generalization may be limited. A key limitation of the instrument of the study (Pearson's Correlation Coefficient) is that it cannot distinguish between independent and dependent variables. Therefore also, if a relationship between two variables is found, Pearson's r does not indicate which variables was "the cause" and which was "the effect". Another limitation of Pearson's r correlation method is that it assumes that there is always a linear relationship between the variables which might not be the case at all times.

### Results and Discussion

The two research questions were hypothesized. Hypotheses 1-2 were tested using Pearson Product Moment Correlation Co-efficient, Pearson r- coefficient  $\pm 0.00 - 0.39$  = Weak relationship. Pearson r- coefficient  $\pm 0.40 - 0.69$  = Moderate relationship. Pearson r- coefficient  $\pm 0.70 - 1.00$  = Strong relationship.

The following hypotheses were tested in this study:

1. There is no significant relationship between Academic Staff absenteeism and administrative effectiveness of the Heads of Departments in the Universities in Edo State.
2. There is no significant relationship between academic staff lateness to work and administrative effectiveness of the Heads of Departments in the Universities in Edo State.

The two research questions raised to guide this study were hypothesized and tested. The results on the test of hypotheses are presented in the tables below. The results from the test of hypotheses are presented in this section.

Hypothesis 1: There is no significant relationship between academic staff absenteeism and administrative effectiveness of the heads of departments in the universities in Edo State

The data in Table 1.1 showed that the mean ( $\bar{X}$ ) and the standard score (S.D) of the respondents (N=1,076) were 2.29 and .456 for the academic staff absenteeism and 2.42 and 0.550 for the HOD administrative effectiveness respectively. The Pearson correlation coefficient of -0.830 was statistically significant ( $p < 0.05$ ). Therefore, the null hypothesis was rejected. This indicated that there was a strong, inverse and significant relationship between academic staff absenteeism and administrative effectiveness of the heads of departments in the universities in Edo State.

Hypothesis 2: There is no significant relationship between academic staff lateness to work and administrative effectiveness of the heads of departments in the universities in Edo State.

**Table 1.** Relationship between Academic Staff Absenteeism and Administrative Effectiveness of the Heads of Departments in the Universities in Edo State

Variables	N	$\bar{X}$	S.D	Pearson r-coefficient	p-value	Remarks
Staff Absenteeism		2.29	0.456			Null hypothesis rejected since the probability value (p) is less than 0.05 alpha level (p<0.05)
	1,076			-0.830*	0.000	
HOD Administrative effectiveness		2.42	0.550			

The data in Table 2.1 showed that the mean ( $\bar{X}$ ) and the standard score (S.D) of the respondents (N=1,076) were 2.47 and 0.569 for academic staff lateness and 2.42 and 0.550 for HOD administrative effectiveness respectively. The Pearson correlation coefficient of -0.928 was statistically significant (p<0.05). Therefore, the null hypothesis was rejected while the alternate hypothesis was accepted. This indicated that there was a strong, inverse and significant relationship between academic staff lateness and administrative effectiveness of the heads of departments in the universities in Edo State.

**Table 2.** Relationship between Academic Staff Lateness to work and Administrative Effectiveness of the Heads of Departments in the Universities in Edo State

Variables	N	$\bar{X}$	S.D	Pearson r-coefficient	p-value	Remarks
Staff lateness		2.47	0.569			Null hypothesis rejected since the probability value (p) is less than 0.05 alpha level (p<0.05)
	1,076			-0.928*	0.000	
HOD Administrative effectiveness		2.42	0.550			

## Discussion

### Academic Staff Absenteeism and the Administrative Effectiveness

The result showed that academic staff absenteeism and the administrative effectiveness of the heads of department in the universities in Edo State are inversely correlated. In clear terms, there was a strong, inverse and significant relationship between academic staff absenteeism and administrative effectiveness of the heads of departments in the universities. The inverse direction of relationship showed that increase in academic staff absenteeism tends to adversely affect administrative effectiveness of heads of department. This is quite expected because absenteeism among staff can be seen as an anti-work behaviour which could lead to organisational breakdown. Where lecturers expected at their place of duty fail to show up service delivery suffers. For instance, when a few lecturers in a given department put up reasons to stay away from work, this could make the discharge of certain responsibilities more burdensome for the few numbers of academic staff available at work and in turn, affect administrative effectiveness of heads of department adversely.

It corroborates that of Benkowski et al (2017) who found a correlation between staff absenteeism and administrative effectiveness in high school students in rural central Wisconsin. The result supports that of Leovigildo et al (2017) who noted that staff absenteeism significantly affects administrative effectiveness. In a similar vein, it is in line with that of Adebayo (2017) who found that workers administrative effectiveness was affected by staff absenteeism in Ekiti State tertiary institutions

### Academic Staff Lateness to Work and the Administrative Effectiveness

The result showed that academic staff lateness and the administrative effectiveness of the heads of department in the universities in Edo State are inversely correlated. The result indicated that there exists a strong, inverse and significant relationship between academic staff lateness and administrative effectiveness of the heads of department in the universities. This result may be emanating from the opportunity cost arrival after the scheduled time may be costing the department/faculty in terms of loss of time. Consequently, staff lateness may not just be affecting the students who may have to wait so long before the arrival of their lecturers to class or office for lecturers or administrative duties respectively; but also other staff of the department/faculty and the university at large. Furthermore, the reoccurrence of this practice from time to time could affect the output of the department, lower the morale of other staff and affect the effectiveness of their heads.

(Relationship between academic staff withdrawal behaviours and administrative effectiveness...)

Similarly, the result is in line with the work of Wannah (2015) who found that lateness and favouritism jointly contributed to administrative ineffectiveness in academia in Ogun State of Nigeria. The result further agrees with that of Okeke et al (2017) who found that lateness has negative effect on the administrative effectiveness in the south eastern universities in Nigeria. It corroborates that of Matheri et al (2016) who noted that staff lateness or failure to meet timeline in commencement of day work affects administrative effectiveness in schools in Mtito-Andei Division, Kenya. The result is in consonance with that of Alimi, et al (2017) who observed that staff lateness such as resumption after break, delay in completing official assignment and giving fake excuses to avoid meeting timeline had a significant influence on their job effectiveness in schools in Ondo State.

## Conclusion

Based on the findings of this study it can be concluded that staff absenteeism and lateness to work have inverse relationship with administrative effectiveness of the Heads of Department in the Universities in Edo State. It can also be concluded that an increase in withdrawal behaviours - staff absenteeism, lateness to work behaviour is followed by a decline in administrative effectiveness of Heads of departments of universities in Edo State. The following recommendations were informed by the findings of this study. The university authorities should periodically organize trainings for heads of department and academic staff to help them to be more conscious of the impact of withdrawal behaviours of academic staff on administrative effectiveness of the heads of department and its implication for service delivery of their universities. Also importantly, the heads of department should ensure that they become conversant with the instruments for measuring withdrawal behaviours of academic staff which are capable of aiding, counselling and mentoring to check withdrawal behaviours in their departments.

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