

## **ROLES OF EDUCATIONAL ADMINISTRATORS IN PROMOTING THE CULTURE OF PEACE IN COLLEGES OF EDUCATION IN NORTH CENTRAL GEO – POLITICAL ZONE, NIGERIA**

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*Research on Role of Educational Administrators in Promoting the culture of peace in Colleges of Education in North – Central Geo – Political zone, Nigeria was aimed at gathering information on the opinions of management staff, Academic staff, and non-Academic staff on roles of educational administrators in promoting the culture of peace in colleges of education in North-Central Geo-Political zone, Nigeria. The objectives set to guide the study include to determine whether the roles of educational administrators promote the culture of peace on equity, ascertain the roles of educational administrator in promoting the culture of peace on discipline, assess the roles of educational administrators in promoting the culture of peace on hierarchy of authority, find out the roles of educational administrators in promoting culture of peace on human relations, determine the role of educational administrators in enhancing promotion of culture of peace on coordination in Colleges of Education in North – Central Geo-Political Zone, Nigeria. To this end, a descriptive survey research design was employed in order to assess the opinions of four hundred and thirty-nine (439) respondents randomly selected from eight Colleges of Education in North-Central Geo-Political Zones, Nigeria. Questionnaire was used for data collection while data collected were statistically analyzed and the Cronbach Alpha was used to establish the reliability index. The result indicated reliability coefficient of 0.77 along with its internal consistency index. Findings showed that there is a significant difference in the promoting ability. It was, therefore, recommended that school administrators should create an enabling environment for peace to reign in their colleges of education.*

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**Keywords:** Roles Educational Administrators Culture of Peace

### **Introduction**

Armed violence has characterized almost all the parts of Nigeria thereby resulting in the loss of lives and property. Richardson (2010) and Robert (2009) attributed some of the causes of armed violence in Nigeria to lack of proper understanding of the meaning and the functions which education plays in the socio-economic and political development of a nation, lack of indept understanding and respect for the culture and religious beliefs of other people and inability to cope with the socio-economic, political and religious differences that characterized heterogeneous country like Nigeria.

In the continent of Africa there is pre-valence of armed violence in countries like Nigeria, Mali, Cameroun, Congo, Somali, Ethiopia, Libya and Egypt resulting in lost of lives, property and displacement of many families. Similarly, armed violence exists at the globe level in countries like Syria, Iraq, Russia, Ukraine, Indian, Pakistan, and Afghanistan resulting in unprecedented lost of lives and property. Colleges of Education are educational institutions such as the universities, polytechnics and monotechnics established to achieve the following objectives:

1. The acquisition development and inculcation of the proper value orientation for the survival of the individual society.
2. The development of intellectual capacities of individual to understand and appreciate their environment.

3. The acquisition of both physical and intellectual skills which will enable individuals to develop into useful member of the community and
4. The acquisition of an objective view of local and external environment National Policy on Education (2004).

The above laudable objectives of colleges of education cannot be achieved in full without the expected roles of educational administrators in the promotion of peace and unity in their various colleges of Education. Furthermore, the harmonious and progressive development of any society, is only realized through knowledge and peace. Knowledge and peace are intangible, and no society can progressively develop without them. Developed countries like United States of America, china, Japan, Canada, Indonesia and Spain used education as a spring board for peace, unity and stability as well as for socio-economic, political and technological development. In Nigeria for example education has not been able to perform its expected functions of nation building and a vehicle for promoting peace and socio-economic development due to lack of access to quality education, poverty, ignorance and poor school administrative leadership (Richard, 2010).

### **Statement of the Problem**

There is an organized or systematic way of doing things whenever this organized method is not used, chaotic situation is bound to happen in which case performance is hampered. Culture of peace seems to be non-existent in colleges of education. It is observed that some educational administrators appear to have failed in their managerial roles and responsibilities towards their subordinates. Therefore in the light of the above, the qualities and talents of the teacher cannot be fully harnessed and passed to learners. Studies have shown that in spite of qualification, intelligence and other potential a teacher has, with poor result, on the contrary, effective roles of educational administrators in promoting the culture of peace in colleges of education has been proved to be responsible for effective management of some colleges of education.

One of the cardinal objectives of education, as spelt out in the national Policy on Education (2004) is to inculcate the right type of values and attitudes for the survival of the individual and Nigerian society. No country can grow, develop or survive with absence of peace. Institution like colleges of education that accommodates multi-ethnicity should promote the culture of peace and be used as model for other institution to emulate but reverse is the case. Humanitarian principle of administration is not practiced. It has been asserted that things are not done the way they should be done, for instance, people (staff) are not treated equally, favoritism is the order of the day and that there is no unity, no affection and co-operation in Colleges of Education as expected particularly in the North Central Geo-Political Zone, Nigeria. There is deviation from the real school administration. For instance, the principle of first come, first serve is absent in terms of allocation of offices, equipment and post even when qualified. This has made things to fall apart and consequently, the centre cannot hold.

Furthermore certain aspects of the educational administrator's roles such as equity (fair play), discipline, hierarchy of authority, human relations, coordination and several others are not being properly handled by the administrators. Consequently, the effectiveness and efficiency of college system in achieving educational goals are affected. This is concurred in Knapp (2009) when he stated that without effective leadership, most of the goals of educational improvement will be very difficult to achieve. Therefore, culture of peace is hampered. The guideline necessary for efficient administration of schools should contain appropriate and relevant culture of peace for directing the institutions affairs. It is in view of the need to develop appropriate culture of peace relevant to the Nigerian situation and capable of reversing the problems outline above and even other problems that can be further identified in the educational system, this study on the role of educational administrators in promoting the culture of peace in Colleges of Education in North-Central Geo-Political Zone, Nigeria becomes imperative.

### **Purpose of the Study**

The purpose of this study is to discover the impact of culture of peace in colleges of Education in North – Central Geo-Political Zone, Nigeria. The study seeks to uncover the following:

1. Examine the roles of educational administrators in promoting the culture of peace on equity in colleges of education in North – Central Geo – Political Zone, Nigeria.
2. Ascertain the roles of educational administrators in promoting the culture of peace on discipline in colleges of education in North – Central Geo – Political Zone, Nigeria.
3. Assess the roles of educational administrators in promoting the culture of peace on hierarchy of authority in colleges of education in North – Central Geo – Political Zone, Nigeria.
4. Find out the roles of educational administrators in enhancing the promoting the culture of peace on human relation in Colleges of Education in North – Central Geo – Political Zone, Nigeria.
5. determine the roles of educational administrators in enhancing the promotion of the culture of peace on coordination in Colleges of Education in North – Central Geo – Political Zone, Nigeria.

### **Research Questions**

The following research questions are designed to guide the research work:

1. In what way does an educational administrator perform roles of promoting culture of peace on equity in colleges of education in North – Central Geo – Political Zone, Nigeria?
2. To what extent does an educational administrator perform the role of promoting the culture of peace on discipline in colleges of education in North – Central Geo – Political Zone, Nigeria?

3. How does an educational administrator perform the role of promoting the culture of peace on hierarchy of authority in colleges of education in North – Central Geo – Political Zone, Nigeria?
4. How does an educational administrator perform the role of promoting the culture of peace on human relation in colleges of education in North – Central Geo – Political Zone, Nigeria?
5. In what manner does an educational administrator perform the role of promoting the culture of peace on coordination in colleges of education in North – Central Geo – Political Zone, Nigeria?

### **Methodology**

The descriptive survey research design was used to assess the role of educational administrators in promoting the culture of peace in colleges of education in North – Central Geo-Political Zone, Nigeria. The cluster random sampling technique was employed in the selection of four hundred and thirty nine (439) respondents drawn from eight (8) Colleges of Education in North – Central Geo – Political Zone, Nigeria. Data were collected with a 50 item questionnaire title “Roles of educational administrators in promoting the culture of peace in North – Central Geo – Political Zone, Nigeria.

The questionnaire had two sections: Section A elicited the bio data of the respondents while section B focused on the variables of the study. The face and content validity of the instrument was determined using the opinion and input of experts on educational administration and planning in Ahmadu Bello University, Zaria. The test retest reliability analysis which was used to determine the instrument’s reliability yielded reliability co-efficient of 0.77. The instrument was personally administered on the respondents by the researcher and this ensured a 95% rate of return. Data collected were analyzed with inferential statistical tools. The findings are presented in tables 1- 5.

### **Population of the Study**

The population of the study consists of four hundred and thirty-nine (439) management staff on the college of education in the zone, North central geopolitical zone, Nigeria.

### **Sample and Sampling Technique**

The stratified sampling technique was used for selecting the required sample from the colleges. The advantages of this procedure is that it allows for equal opportunity of each of the colleges to be represented in the selected sample size. From the 17 colleges in the seven states, 7 colleges were selected at random. The sample for academic staff two hundred and fifty (250) respondents, (150) that of the management staff thirty-nine (39) were evenly distributed between the states. The source of data collected is National Commission for Colleges of Education: [www.ncconline.edu.ng/college.php](http://www.ncconline.edu.ng/college.php). This satisfied the condition of effective representation of the colleges in the study in line with Nworgu (1991).

## **Research Instrument**

A structured questionnaire comprising of six sections was designed for the data collection. The first section solicited for demographic characteristics of the respondents while the remaining five sections solicited opinions of the respondents on the roles of Educational administrators in the promotion of culture of peace on equity, discipline, hierarchy of authority, human relations and management coordination in the colleges. The responses to items in the five sections were measured on a five point Likert Scale. This agreed with Araoye (2004) for a survey instrument for data collection.

## **Validation and Reliability of the Instrument**

To ensure the content validity of the instrument, the designed questionnaire was subject to vetting by professionals in the department of Education and Statisticians in Ahmadu Bello University, Zaria for face validation. Based on their comments, necessary adjustment were made.

## **Reliability of the instrument**

A split-half reliability test was used to ascertain if the instrument was reliable. A correlation co-efficient of 0.77 was obtained using Cronbach Alpha correlation coefficient.

## **Administration of instrument**

The researcher solicited the help of the provost of the selected colleges and the Administrative Secretaries cum Registrars for the instrument administration. Some of the questionnaires were posted to the designated officers who helped in the administration. The researcher visited some of the colleges and obtained assistance from officials in the administration and collection. The respondents were required to complete the questionnaires with some privacy and two days duration after which the completed questionnaires were collected.

## **Data Analysis**

Data collected were subjected to statistical analysis using the Statistical Package for the Social Sciences (SPSS) IBM version 23. The descriptive procedures were adopted and include frequency and percentages, means and standard deviations. Graphical illustrations were carried out with the MS-Excel version 2013.

## **Results**

### **Research question 1**

In what way does an educational administrator perform roles of promoting culture of peace on equity in colleges of education in North – Central Geo – Political Zone, Nigeria?

**Table 1: Opinions of the respondents on Educational administrators' roles of promoting culture of peace on equity in the colleges**

S N	Culture of peace on equity	SA	A	U	D	SD	Mean
1	Staff are not treated differently by the educational administrators; therefore they do not interact on the basis of tribe, ethnicity and socio-economic background	46(12.7)	196(54.1)	16(4.4)	20(5.5)	84(23.2)	3.28
2	The educational administrator establishes good rapport and creates a sound relationship with the academic and nonacademic staff; this enables this college to share facilities accordingly	167(46.1)	125(34.5)	10(2.8)	9(2.5)	51(14.1)	3.96
3	The educational administrator ensures that academic and non-academic staff are treated equally' this enable him/her to establish good working relation	90(24.9)	149(41.2)	26(7.2)	7(1.9)	90(24.9)	3.39
4	The educational administrator encourages the non-academic staff to show warmth, love and affection to academic staff by being fair; this enable them to have harmonious working relationship with the staff	104(28.7)	212(58.6)	35(9.7)	5(1.4)	6(1.7)	4.11
5	The educational administrator disciplinary qualities such as being more; upright and honest make academic and non-academic staff to relate well with him/her	78(21.5)	207(57.2)	32(8.8)	2(.6)	43(11.9)	3.76
6	The educational administrators are just in dealing with the members of the staff; this reduces gossiping, rumours and ethnic issues to the barest minimum	109(30.1)	82(22.7)	29(8.0)	71(19.6)	71(19.6)	3.24
7	The ways an manner the educational administrators relates with the academic staff makes all the staff members sees him/her as a partner	145(40.1)	134(37.0)	32(8.8)	43(11.9)	8(2.2)	4.01
8	The educational administrators are bias when it comes to the distribution of items, facilities, equipment and posts to the academic staff in this college; this has led to breakdown of law and order	94(26.0)	104(28.7)	21(5.8)	20(5.5)	123(34.0)	3.07
9	The educational administrators follow due process in allocating offices, staff quarters, equipment and store to staff members of the college	56(15.5)	101(27.9)	28(7.7)	24(6.6)	153(42.3)	2.68
10	The educational administrators denied the right of some of the academic staff in these colleges; right to sponsorship of conference and workshop attendance are personalized, this has created enmity among staff in the college	63(17.4)	126(34.8)	18(5.0)	29(8.0)	126(34.8)	2.92

Most of the respondents were of the view that the treatment of staff by the educational administrators help in the promotion of the culture of peace on equity in Colleges of Education. This is indicated in the table by 46(12.7%) and 196(54.1%) of the respondents

who strongly agreed and agreed respectively that Staff were not treated differently by the educational administrators and therefore do not interact on the basis of tribe, ethnicity and socio-economic background in the colleges. The mean score for the item is 3.28 which would imply that the level of disagreement was relatively low with this suggestion. Among such roles in the promotion of culture of peace on equity in the college is the establishment of good rapport and creation of a sound relationship with the academic and non-academic staff which almost all the respondents agreed with a mean score of 3.96, enables their colleges to share facilities accordingly.

As part of the treatment in the promotion of culture of peace on equity in the colleges, the respondents were of the view that the Educational administrators ensures that academic and non-academic staff were treated equally' which enable them to establish good working relationships in the colleges. In the table, 90(24.9%) and 149(41.2%) of the respondents strongly agreed and agreed respectively with this opinion and the mean score was 3.39. The treatment of the staff is perceived to encourage the non-academic staff to show warmth, love and affection to academic staff due to the fairness of the treatment which in turn enhances harmonious working relationship among all staff in the college. The mean score of 4.11 for the item means that most respondents were in agreement with this opinion.

The roles extend to the individual dispositions of the educational administrators which the respondents agreed with a mean of 3.76 was attributable to personal qualities such as being upright and honest which encourages the academic and non-academic staff to relate well with them. Coupled with this individual quality is the perception that the administrators are just in their dealings and express their conducts through effective communication which help to reduces gossips, rumours and ethnic issues to the barest minimum in the colleges. Though this was not a general agreement as indicated with the mean score of 3.24 but most respondents in the colleges were of this opinion. This general personal attribute is seen in the expressed opinion of the respondents in item 7 of the table where 145(40.1%) and 134(37.0%) of the respondents strongly agreed and agreed respectively that the ways and manner the educational administrators relate with the academic staff makes all the staff members sees them as a partners in the administrative progress of the colleges. The mean score for this item is 4.01 which means that the level of disagreement with this notion was very low among the respondent.

Opinions was somehow divided among the respondents when it comes to distribution or allocation of facilities. In item 8 of the table, 94(26.0%) and 104(28.7%) of the respondents strongly agreed and agreed respectively that the educational administrators were bias when it comes to the distribution of items, facilities, equipment, and posts to the academic staff in the colleges and that this biasness has led to breakdown of law and order in some of the colleges. But 20(5.5%) and 123(34.0%) of the respondents disagreed with this opinion and 21(5.8%) did not respond to the question. In Line with this opinion the respondents disagreed with a mean score of 2.68 in item 9 of the table that the educational administrators follow due process in allocating offices, staff quarters, equipment and store to staff members of the college and in item 10, they disagreed with a mean score of 2.92 with the suggestion that the educational administrators denied the right of some of the academic

staff in the colleges such as right of sponsorship to conference and workshop and that attendance are personalized which has created enmity among staff in the colleges. From the observed opinions, it could be said that the Educational administrators ensure the promotion of culture of peace on equity in the colleges through their mostly equality of treatment to all staff and remaining accessible to them in the colleges.

### Research Question 2

To what extent does an educational administrator perform the role of promoting the culture of peace on discipline in colleges of education in North – Central Geo – Political Zone, Nigeria?

### Roles of Educational administrators in promoting the culture of peace on discipline

To ascertain how Educational administrators perform their roles of promoting culture of peace on discipline in the Colleges of Education within the North Central Geopolitical Zone of Nigeria, their moral integrity, the way and manner they administer the disciplinary processes in the colleges among others were assessed. Table 2: shows the opinion of the respondents on the selected items used in the assessment.

**Table 2: Opinions of the respondents on educational administrators' roles of promoting culture of peace on discipline in the colleges**

S/n	Culture of peace on Discipline	SA	A	U	D	SD	Mean
1	The educational administrators are morally sound as such academic and non-academic staff sees him/her as a role model	77(21.3)	122(33.7)	26(7.2)	9(2.5)	128(35.4)	3.03
2	The educational administrators are morally upright such that academic staff sees them as role model	74(20.4)	88(24.3)	26(7.2)	33(9.1)	141(39.0)	2.78
3	The educational administrator ensures that academic and non academic staff are treated equally' this enable him/her to establish good working relation	90(24.9)	149(41.2)	26(7.2)	7(1.9)	90(24.9)	3.39
4	Some academic staff who are found wanting are not served with warning letters by the administrators; this has resulted to chaotic situation in the college	164(45.3)	113(31.2)	29(8.0)	17(4.7)	39(10.8)	3.96
5	The educational administrators do not use disciplinary committee in the maintenance of the behavior of some staff in the college	82(22.7)	192(53.0)	36(9.9)	18(5.0)	34(9.4)	3.75



6	The educational administrators ensures that no lecturer is above the law when it comes to enforcement of discipline in this college	57(15.7)	97(26.8)	133(36.7)	9(2.5)	66(18.2)	3.19
7	The educational administrators believe that all staff members are equal when it comes to enforcement of disciplinary action in the college	97(26.8)	73(20.2)	114(31.5)	21(5.8)	57(15.7)	3.36
8	The educational administrators give preferential treatment to staff who gossip to them	70(19.3)	65(18.0)	57(15.7)	39(10.8)	131(36.2)	2.73
9	The educational administrators ensure that staff who are found wanting are disciplined no matter their background	65(18.0)	94(26.0)	26(7.2)	67(18.5)	110(30.4)	2.83
10	The educational administrator gives query to staff offenders on personal basis	73(20.2)	178(49.2)	24(6.6)	25(6.9)	62(17.1)	3.48

There was no major consensus on the moral integrity of the educational administrators in their roles of promoting culture of peace on discipline in the Colleges of Education. Though 77(21.3%) and 122(33.7%) of the respondents strongly agree and agreed respectively with the view that the educational administrators were morally sound, such that non-academic staff sees them as a role model but 128(35.4%) and 9(2.5%) of the respondents strongly disagreed and disagreed with the suggestion and 26(7.2%) of the respondents did not answer the question. The mean score (3.03) was however in support of the moral integrity. It should be noted that some (27 or 7.2%) of the respondents did not express their opinion on the issue. The Educational administrators were however not seen as role models for the academic staff in the next item where 141(39.0%) and 9.1%) of the respondents strongly disagreed and disagreed with the suggestion that the educational administrators are morally upright such that academic staff sees them as role model. The mean score is 2.78 which shows that most respondents did not agree that they could role model to the academic staff. The difference in opinion here could be attributable to the fact that among the non-academic staff in the colleges, the management cadre is their line of ascendancy in the hierarchy of authority and statuses within the colleges.

The respondents were of the view that the educational administrators cannot discipline some of the academic and non-academic staff who are found wanting because of their background. This is further supported with the response to the next item where most respondents with a mean score of 3.96 agreed that some academic staff who were found wanting were not served with warning letters by the administrators which they said has resulted to chaotic situation in the colleges. In the table, 164(45.3%) and 113(31.2%) of the

respondents strongly agreed and agreed respectively with this suggestion. This development is associated with the inability of the administrators to utilize the services of disciplinary committees in the college. This is clearly seen in item 5 of the table where 82(22.7%) and 192(53.0%) of the respondents strongly agreed and agreed respectively with the suggestion that the educational administrators do not use disciplinary committee in the maintenance of discipline of some staff in the colleges. The mean score is 3.75, a clear indication that most respondents were of this opinion. This could explain the almost divided opinion among those respondents that the educational administrators ensures that no lecturer is above the law when it comes to enforcement of discipline in this colleges. In what could be said to be a divided opinion, 133(36.7%) of the respondents did not express their view on the item. However, the respondents agreed that the educational administrators believe that all staff members are equal when it comes to enforcement of disciplinary action in the college even where such belief is not put into practice in the administration of the colleges.

The respondents did not agree with the suggestion that the educational administrators give preferential treatment to staff who gossip to them. With a mean score of 2.73, it could be said that most respondents did not agree with the opinion. But the respondents did not agree that the educational administrators ensure that staff who are found wanting are disciplined no matter their background. The mean score for the item is 2.83 which support the general perceptions that certain staff could not be discipline in the colleges. The respondents agreed in the last item of the table that the educational administrator gives query to staff offenders on personal basis in the colleges. This is indicated with a mean score of 3.48 for item 10 of the table. From the opinion of the respondents, the roles of the Educational administrators in promoting culture of peace on discipline in the colleges is tainted partly because of sentiment attributable to cleavages, and personal moral integrity and intervention from external forces.

### **Research Question 3**

How does an educational administrator perform the role of promoting the culture of peace on hierarchy of authority in colleges of education in North – Central Geo – Political Zone, Nigeria?

### **3. Roles of Educational administrators in promoting the culture of peace on hierarchy of authority**

In assessing how the educational administrators perform roles of promoting culture of peace on hierarchy of authority in the Colleges of Education within the North-Central Geopolitical Zone of Nigeria, issues considered were respect for hierarchical authority, delegation of powers for administrative processes, respect for professionalism and utilization of allocated resources in the administration of the colleges. Table 4.5 shows the opinions of the respondents on the selected items used for the assessment.

**Table 3: Opinions of the respondents on educational administrators' roles of promoting culture of peace on hierarchy of authority in the colleges**

S n	Culture of peace on Hierarchy of Authority	SA	A	U	D	SD	Mean
1	The educational administrators arrange all the employees in this college according to their importance	76(21.0)	235(64.9)	19(5.2)	10(2.8)	22(6.1)	3.92
2	The educational administrators administers the affairs of the college in hierarchical order	109(30.1)	208(57.5)	33(9.1)	8(2.2)	4(1.1)	4.13
3	The educational administrator delegates power and authority to subordinates for ease of administration	71(19.6)	245(67.7)	34(9.4)	5(1.4)	7(1.9)	4.02
4	The educational administrators suggest that the right people should be at the right place at the right time; this enables them to avoid confusion and disorderliness in the college	176(48.6)	103(28.5)	59(16.3)	5(1.4)	19(5.2)	4.14
5	The educational administrators do not follow the ethics of authority in the affairs of the college	41(11.3)	110(30.4)	26(7.2)	53(14.6)	132(36.5)	2.65
6	The educational administrators assigns academic and non-academic staff to act as agent of higher authority to whom they report to hierarchically	45(12.4)	122(33.7)	84(23.2)	18(5.0)	93(25.7)	3.02
7	The educational administrators deny academic staff allocation and permission to use the necessary resources needed in the college	42(11.6)	101(27.9)	25(6.9)	68(18.8)	126(34.8)	2.63
8	The educational administrators favours non-academic staff because they obey orders, rules and regulation of the college	21(5.8)	35(9.7)	73(20.2)	55(15.2)	178(49.2)	2.08
9	The educational administrators are legitimate for controlling the academic and non-academic staff; this made them to willingly obey	85(23.5)	161(44.5)	32(8.8)	3(.8)	81(22.4)	3.46
10	The educational administrators do not arrange the staff members according to their importance in the college	33(9.1)	141(39.0)	25(6.9)	38(10.5)	125(34.5)	2.78

The promotion of culture of peace on hierarchy of authority in the colleges, the respondents agreed with a mean of 3.92 that the administrators arrange all their employees in the colleges according to their hierarchical importance and administers the affairs of the college in hierarchical order. The latter is indicated by 109(30.1%) and 208(57.5%) of the respondents who strongly agreed and agreed respectively with the suggestion in item 2 of the table. The mean score for the item is 4.13 which means that most respondents agreed with this view.

In the promotion of culture of peace on hierarchy of authority in the colleges, respondents agreed that the educational administrator delegates power and authority to subordinates for ease of administration in the colleges. In the third item of the table, 71(19.6%) and 245(67.7%) of the respondents strongly agreed and agreed respectively with this opinion and the mean score is 4.02. In pursuit of the culture of peace on hierarchy of authority, the respondents were of the view that the educational administrators suggest that the right people should be at the right places at the right time which will enable them to avoid confusion and disorderliness in the administration of the colleges. This is indicated with a mean score of 4.14 for item 4 of the table. This could explain the disagreement by the respondents on the suggestion that the educational administrators do not follow the ethics of authority in the affairs of the colleges in item 5 of the table with a mean score of 2.65.

There was a divergence of opinion among the respondents on the suggestion that the educational administrators assign academic and non-academic staff to act as agent of higher authority to whom they report in hierarchical order. While 45(12.4%) and 122(33.7%) strongly agreed and agreed respectively with the suggestion, 18(5.0%) and 93(25.7%) disagreed and strongly disagreed with the suggestion and 84(23.2%) of the respondents did not express their view on the issue. The respondents however disagreed with the suggestion that the educational administrators deny academic staff allocations and permission to use the necessary resources needed in the colleges. This is indicated with a mean score of 2.63 for item 7 in the table. The respondents also disagreed with the suggestion that the educational administrators favour non-academic staff because they obey orders, rules, and regulation of the colleges. The respondents agreed with a mean score of 3.46 that the educational administrators are perceived to have the legitimacy for controlling the academic and non-academic staff which make the staff to willingly obey their authorities. The respondents did not agree that the administrators do not arrange their staff members according to their hierarchical importance in the colleges. This is indicated with a mean score of 2.78 for the last item of the table. The observation from this table is that the educational administrators effectively promote the culture of peace on hierarchy of authority in the colleges through effective adherence to hierarchical disposition of authority through the staff.

#### **Research Question 4**

How does an educational administrator perform the role of promoting the culture of peace on human relation in colleges of education in North – Central Geo – Political Zone, Nigeria?

#### **4. Roles of Educational administrators in promoting the culture of peace on human relationship**

To find out how the educational administrators perform their roles of promoting the culture of peace on human relations in Colleges, among other issues assessed were respect for subordinates, relationship between academic and non-academic staff, application of the principle of justice and fair play and the motivation of staff to perform their tasks in the colleges. The opinions of the respondents on the items are shown in Table 4.6.

**Table 4: Opinions of the respondents on Educational administrators' roles of promoting culture of peace on human relations in the colleges**

S n	Culture of peace on Hierarchy of Authority	SA	A	U	D	SD	Mean
1	The educational administrators have respect for subordinates in the college	85(23.5)	251(69.3)	16(4.4)	3(.8)	7(1.9)	4.12
2	The educational administrators relate well with the academic and non-academic staff of this college	103(28.5)	199(55.0)	42(11.6)	12(3.3)	6(1.7)	4.05
3	The educational administrator do not apply the principle of justice and fair play in the college	33(9.1)	48(13.3)	54(14.9)	46(12.7)	181(50.0)	2.19
4	The educational administrators establish cordial relationship with the subordinates in the college	74(20.4)	210(58.0)	57(15.7)	11(3.0)	10(2.8)	3.90
5	As a result of the harmonious working relationship between the educational administrators and the subordinates, standard is maintained in this college	69(19.1)	245(67.7)	27(7.5)	6(1.7)	15(4.1)	3.96
6	Because of the good relationship between the educational administrators and the academic staff, culture of peace is maintained in this college	108(29.8)	227(62.7)	23(6.4)	0(0.0)	4(1.1)	4.20
7	The educational administrators have cooperation of the academics and non-academic staff; this enables them to succeed	65(18.0)	274(75.7)	23(6.4)	0(0.0)	0(0.0)	4.12
8	The educational administrators work with non-academic staff and seek their help	72(19.9)	240(66.3)	30(8.3)	5(1.4)	15(4.1)	3.96
9	The educational administrators motivates their employees in the college; this enables them to attain greater height	56(15.5)	177(48.9)	26(7.2)	8(2.2)	95(26.2)	3.25
10	The educational administrators work closely with and through the people	31(8.6)	234(64.6)	43(11.9)	17(4.7)	37(10.2)	

In promoting the culture of peace on human relations in the colleges, the respondents were unanimous that the educational administrators have respect for subordinates in the college; this is indicated with a mean score of 4.12 for the first item in the table. This opinion is supported in the next item of the table where the respondents agreed that the educational

administrators relate well with the academic and non-academic staff of the college. This could explain why the respondents did not agree that the educational administrator do not apply the principle of justice and fair play in the colleges. The respondents were of the view that the educational administrators established cordial relationship with the subordinates in their colleges. This is indicated with a mean score of 3.9 for item 4 in the table and in item 5 they supported the suggestion that the harmonious working relationship between the educational administrators and the subordinates enables some standard to be maintained in the colleges. This is indicated by 69(19.1%) and 245(67.7%) of the respondents who strongly agreed and agreed with the suggestion and with a mean score of 3.96. This is affirmed by the respondents in item 6 of the table where they agreed with a mean score of 4.20 that the good relationship between the educational administrators and the academic staff has enhanced the culture of peace that is maintained in the colleges

The promotion of culture of peace on the human relations in the colleges is perceived to have resulted in the cooperation between the academic and nonacademic staff of the colleges which enables them to succeed in the administration of the college. And in item 8 the respondents agreed that the educational administrators work with non-academic staff and seek their help where it is necessary. The respondents therefore perceived that promotion of the culture of peace on human relationship in the college have led to motivation to work more effectively by the staff. This is indicated with a mean score of 3.25 for item 9 in the table where 56(15.5%) and 177(48.9%) of the respondents strongly agreed and agreed respectively with the suggestion that educational administrators motivates their employees in the colleges which enables them to attain greater heights in their tasks. This could explain the agreement in item 10 where the respondents agreed that the educational administrators work closely with and through the people. The observation here clearly shows that the educational administrators play their roles effectively in promoting the culture of peace on human relation through effective and respect for all staff.

### **Research Question 5**

In what manner does an educational administrator perform the role of promoting the culture of peace on coordination in colleges of education in North – Central Geo – Political Zone, Nigeria?

### **Roles of Educational administrators in promoting the culture of peace on management coordination**

The aim here is to examine how the educational administrators perform their roles of promoting the culture of peace on management coordination in colleges. Towards attainment of this objective, the roles of the educational administrators in terms of arrangement of the college activities, the mechanism employ for management coordination, provision for exchange of information for effective communication, and the effectiveness of skilled personnel in coordinating staff were examined. Table 4.7 shows the opinions of the respondents on the items used for the assessment.

**Table 5: Opinions of the respondents on Educational administrators' roles of promoting culture of peace on management coordination in the colleges**

Sn	Culture of peace on Hierarchy of Authority	SA	A	U	D	SD	Mean
1	The educational administrators arrange activities in order, this enables them to have a smooth flow of work in the college	105(29.0)	225(62.2)	22(6.1)	4(1.1)	6(1.7)	4.16
2	The educational administrators employ appropriate mechanism of coordination; this enables them to achieve greater height	87(24.0)	251(69.3)	19(5.2)	0(0.0)	5(1.4)	4.15
3	The educational administrators make provision for effective exchange of information in this college; this enables them to achieve a coherent outcome	47(13.0)	282(77.9)	27(7.5)	1(.3)	5(1.4)	4.01
4	The educational administrators employ appropriate mechanism for effective coordination. This enables them to have clarity of roles on the part of staff members	53(14.6)	241(66.6)	68(18.8)	0(0.0)	0(0.0)	3.96
5	The educational administrators provide effective exchange of information through teachers' handbooks, annual introduction programme and others	84(23.2)	213(58.8)	16(4.4)	5(1.4)	44(12.2)	3.80
6	The educational administrators brings all the members of the college in the picture as concerns the operational processes within the school system	140(38.7)	143(39.5)	44(12.2)	11(3.0)	24(6.6)	4.01
7	The educational administrators often allocate jobs according to skill and competence of individual members of the college; this enables the academic and non-academic staff perform their assignment efficiently	128(35.4)	194(53.6)	23(6.4)	9(2.5)	8(2.2)	4.17
8	The educational administrators brings the related activities together; this make the academic staff to work together in a cooperative fashion	101(27.9)	234(64.6)	22(6.1)	0(0.0)	5(1.4)	4.18
9	The educational administrators do not employ all channel of network which relies on decentralized channels with shared leadership	41(11.3)	127(35.1)	56(15.5)	41(11.3)	97(26.)	2.93
10	The educational administrators do appreciate the uniqueness of each staff and contribution they offer in the establishment	56(15.5)	234(64.6)	30(8.3)	16(4.4)	26(7.2)	3.77

From the responses in the table, the educational administrators applied various strategies in promoting the culture of peace on the management coordination in the colleges. These included, as shown in item 1 of the table the arrangement of activities in order which enables them to have a smooth flow of work in the colleges. In the table, 105(29.0%) and 225(62.2%) of the respondents strongly agreed and agreed with this suggestion and the mean score is 4.16, a clear indication that most of the respondents have the same opinion on the item. Another strategy is the application of appropriate mechanism of coordination in the administrative processes which the respondents in item 2 of the table agreed with a mean of 4.15 that enable them to achieve greater height in the administration of the colleges.

In terms of communication, the respondents were of the opinion that the educational administrators make provision for effective exchange of information which enables them to achieve a coherent outcome in their management processes. This is indicated in item 3 of the table with a mean score of 4.01. The application of appropriate mechanism for effective coordination by the administrators is perceived by the respondents to be responsible for their clarity of roles on the part of staff members in the colleges. In item 4 of the table, 53(14.6%) and 241(66.6%) of the respondents strongly agreed and agreed respectively with this suggestion and the mean score for the item is 3.96. Apart from this application of appropriate strategies, the respondents agreed with the suggestion that the educational administrators provides effective exchange of information through teachers' handbooks, annual introduction programme among others for effective communication in the administrative processes of the college. In item 5 of the table, 84(23.2%) and 213(58.8%) of the respondents strongly agreed and agreed with this opinion and the mean score for the item was 3.8.

As part of the strategies for promoting the culture of peace on the management coordination, the respondents are of the view that the administrators incorporate all members of staff in the decisions affecting the administrative procedures in the colleges. This is seen in item 6 of the table where 140(38.7%) and 143(39.5%) of the respondents strongly agreed and agreed with the suggestion that the educational administrators brings all the members of the college into the picture as it concerns the operational processes within the school system. The mean score for the item is 4.01 which clearly imply that most respondents agreed with this approach of the administrators in the colleges' administration. As part of this process, the respondents agreed with a mean score of 4.17 that the educational administrators usually allocate jobs according to skills and competence of individual members of the college staff and that this procedure enables the academic and non-academic staff to perform their assignments efficiently.

Towards effective coordination, the respondents agreed that another approach used by the administrators is collection of related activities into a single system such that there will be cooperation and effective execution. This is the opinion of 101(27.9%) and 234(64.6%) of the respondents who strongly agreed and agreed respectively on item 8 of the table where it was suggested that the educational administrators bring the related activities together and that it makes the academic staff to work together in a cooperative fashion. The mean score of 4.18 is a clear indication that most of the respondents were in agreement with the suggestion. This is further affirmed in item 9 of the table where the respondents disagreed



with a mean of 2.93 that the educational administrators do not employ all channel of network which relies on decentralized channels with shared leadership in the colleges. In the last item of the table, the respondents agreed with a mean score of 3.77 that the educational administrators appreciate the uniqueness of each staff and the contribution they offer in the administration of the colleges. The observations here shows that the educational administrators apply various strategies such as inclusiveness in decision making among others in the promotion of the culture of peace on management coordination in the colleges.

### **Discussion of Findings**

Effective administration of colleges of education depends on certain tested administrative practices appropriate to a particular level of education. Administrators need to be aware of such theories to establish a point of reference in the administration of their colleges.

The result of the analysis revealed that promoting the culture of peace is very important in an institution of learning because it is only when peace reign that development and growth can take place. From the findings, it can be inferred that administrators who are in promoting the culture of peace, are more successful in their administration. The findings showed that the administrator's poor managerial knowledge has been reasonable for managerial failure in the Colleges of Education.

It can be inferred from the findings that, there is an evidence of ignorance on the part of some administrators of College of Education on the non-existence of culture of peace in their institutions. Therefore, there is the need for a conscious effort to perform the culture of peace. It is true that it is only when administrators apply the culture of peace that the college can grow, develop, and raise excellent students who can be effective leaders of tomorrow.

### **Conclusion**

Based on the findings from the analyzed data for this study, the following conclusions could be dawn. The Educational administrators in the colleges are effectively performing their roles of promoting the culture of peace on equity, hierarchy of authority, human relationship and management coordination in the colleges. Their role of promoting the culture of peace on discipline is hindered by numerous factors which included, lack of moral integrity on the part of the administrators, selective application of disciplinary measures, external intervention of other personalities and associated sentimental cleavages.

### **Recommendations**

1. Based on the findings from this study, the researcher would wish to recommends that:
2. To maintain the promotion of the culture of peace on equity in the colleges. The educational administrators should apportion equal treatment to all according to their entitlements.
3. There is a need to ensure that equality of disciplinary measures application is observed for all equal categories of breach of the laws, rule and regulations of the colleges.
4. The role of hierarchy of authority should be maintained for the achievement of peace in the colleges and thus the wider society that is to stay; the right people should be at

the right place at the right time to avoid confusions and disorderliness in an organization.

5. The promotion of culture of peace on human relationship in the colleges should be maintained and improved upon i.e. by fostering the morale of its employees.
6. Educational Administrators should uphold the culture of management coordination observed in the colleges for peaceful coexistence not just in the colleges but the wider society, by encouraging keenness use of each person's abilities and reward each one's merit without arousing possible jealousies.

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