

## Leadership Accountability and Office Effectiveness of Higher Institutions in Rivers State

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### Abstract

The study investigated leadership accountability and office effectiveness of higher institutions in Rivers State. This study adopted a correlational design. Two sets of questionnaires were distributed to principal officers and staff in tertiary institutions in Rivers State. The target population of this study is 7,220 which comprised of all office staff of tertiary institutions in Rivers State including Captain Elechi Amadi Polytechnic, Port Harcourt, Rivers State University (Nkpolu-Oroworokwo), Ignatius Ajuru University of Education (Rumuolumeni) and Ken Saro Wiwa Polytechnic, Bori. The sample size of 490 was used by adopting the stratified sampling technique in which 98 staff were chosen in each of the five tertiary institutions in Rivers State. Out of the 490 copies of questionnaires distributed, 350 representing 86% of the total copies of questionnaires distributed were duly returned and completed upon which this study based its analysis. The questionnaire was used as the instrument for the study. The questionnaire tagged, 'Leadership Accountability and Higher Institutions Effectiveness in Higher Institutions in Rivers State' (LAHIERIV). The modified Likert-scale of Very low extent (1), low extent (2), high extent (3), very high extent (4). Mean and standard deviation was used in answering the research questions at 2.5 mean benchmark while Pearson Product Correlation Coefficient (PPMC) was used in testing the hypotheses at significance level of .05. Major findings of the study showed that accountability in tertiary institutions in Rivers State exist in low scale. The study therefore recommended that management and leaders of tertiary institutions in Rivers State should see feedback, evaluation and goal setting as priority approaches for accountability to engender effectiveness in tertiary institutions in Rivers State.

**Keywords:** Accountability, Higher Institutions, Office, Effectiveness, Rivers State.

### Introduction

For a leader to be accountable, he or she must be able to set goals, communicate goals, and direct subordinates via feedback. Leaders in tertiary institutions can demonstrate accountability through their actions by setting the pace for effective office performance. Ololube and Ololube (2017) opined that leaders are expected to communicate, evaluate and give feedback to subordinates. Leadership accountability entails being accountable to the stakeholders of an institution. Hunt (2002) states that the concept of Educational Accountability is conceptualized in diverse perspectives. He views accountability as the readiness or preparedness to give an explanation or justification to relevant stakeholders for one's judgments, intentions, acts and omissions when called upon to do so. Tertiary institutions readiness to have one's actions judged by others and where appropriate, accept responsibility for errors, misjudgments and negligence and recognition for competence,

thoroughness, excellence and wisdom. Threats and critiques have rocked the very foundation on which tertiary institutions are built. According to NOUN (2008) Accountability in education is the answerability to one's actions in the educational system. It is the state of being accountable to the stakeholders in education and accountable for the resources used in education. This implies that accountability is a measure of the extent to which all available resources in a tertiary institution system are used for greater efficiency and effectiveness.

Accountability in education is concerned with keeping records of school activities and using such record to assess or appraise institutional performance in relation to the achievement of predetermined objectives. This also involves records of set goals, communication and staff evaluation as at when due.

Accountability in the school system helps in the protection of public property from abuse through under or over utilization. It enhances checks and balance in the educational system such that conformities can be appreciated and improved upon while non conformities can be identified, sanctioned.

### **Aim and Objectives of the Study**

The aim of this study was to investigate leadership accountability and higher institutions effectiveness in higher institutions in Rivers State. Specifically, the study intends to:

1. To determine how evaluation relates to office effectiveness of higher institution in Rivers State.
1. To examine how goal setting relates to office effectiveness in higher institution in Rivers State.
2. To enumerate how provision of feedback relates to office effective in higher institution in Rivers State.

### **Research Question**

The research questions below guided the study:

1. To what extent does evaluation relate to office effectiveness of higher institution in Rivers State?
2. To what extent does goal setting relate to effectiveness of higher institution in Rivers State?
3. To what extent does provision of feedback relates to effective in higher institution in Rivers State?

### **Hypotheses**

The following null hypotheses guided the study:

1. There is no significant relationship between evaluation and office effectiveness in higher institutions effectiveness in Rivers State.
2. There is no significant relationship between goals and office effectiveness in higher institution effectiveness in Rivers State.
3. There is no significant relationship between provision of feedback and office effectiveness in higher institution effectiveness in Rivers State.

### **Statement of the Problem**

There is need for leaders in tertiary institutions to be accountable to the public. The public in tertiary institution is regarded is the internal and external public. It has been observed that most leaders in tertiary institutions do not give feedback to its subordinates. They do not also develop clear cut goals

interpretable by the members of staff. Management does not allow for effective evaluation its activities by both hierarchy and subordinates. This appears to have led to ineffectiveness especially as it pertains to attainment of goals in tertiary institutions in Rivers State. The study therefore intends to investigate how accountability relates to effectiveness in tertiary institutions in Rivers State.

### Conceptual Clarification

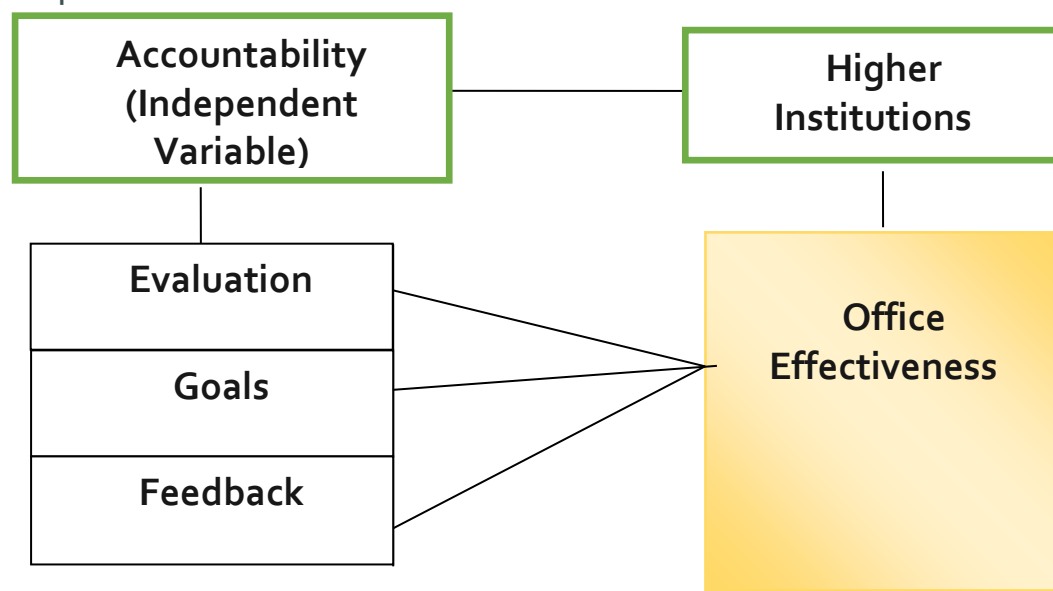


*Fig. 1: Conceptual Framework*

*Source: Researchers' Scheme, 2022*

### Accountability

Hunt (2002), ethically viewed accountability as the readiness or preparedness to give an explanation or justification to relevant stakeholders for one's judgments, intentions, acts and omissions when appropriately called upon to do so. It is also the readiness to have one's actions judged by others and where appropriate, accept responsibility for errors, misjudgements and negligence and recognition for competence, thoroughness, excellence and wisdom.

In the political scene, the term suggests that any governmental entity functions as a part and not independent of a larger political system. The ensuring interaction subjects the entity to some controls, which cause it to render a general accounting of and for its actions.

The concept of educational accountability is used to describe (a) the nature, sources and amount of revenue inputs, (b) the appropriation of revenues to various programmes and (c) the actual expenditures in these programmes. These data are then related to educational outputs or benefits so that the actions are able to understand the financial implications of educational decisions.

Consequent upon the above, educational leaders are accountable to the public. In order to aid the process of accountability in education, leaders of the educational system should among others: (i) Identify the goals and objectives of the educational system; (ii) determine the validity and relevance of such goals and objectives; (iii) assess periodically how fully such goals and objectives have been achieved; (iv) identify which factors assisted or hampered goal achievement in the system; and (v) design strategies to improve performance.

According to NOUN (2008) there are two dimensions of accountability in the educational sector. These include; (i) Accountability for Achieving Institutional Objectives: An educational system exist

to achieve the diverse objectives of education. The school leadership is usually accountable for the quality and clarity of the school's objectives and priorities. The school leadership is accountable for the quality of teaching-learning process in the school and also expected to ensure that proper assessment procedures take place in the school. (ii) Accountable to Superior Officers: Regardless of whether the educational leader is a provost, rector or vice-chancellor, he is an employee of the Ministry of education and State schools Board official representing his employers.

Accountability is one requirement of an effective and influential leader in the workplace. It is also defined as taking ownership to ensure responsibilities are achieved as expected. This means that leaders must clearly understand expectations before making commitments.

Accountability requires a mental shift in the workplace; leaders have to be willing to give up a follower's mentality and focus their efforts in a productive way to ensure that they achieve results. Accountability is one way to build trust in the workplace. People trust leaders who aren't quick to blame others if things don't go as planned, but who instead take accountability for their role in the consequences.

Institutions of higher learning benefit from leaders who are accountable because they are able to quickly identify problems and come up with possible solutions. When leaders are accountable, it inspires other leaders to exude the same traits. It's important to demonstrate examples of behaviors that employees should follow, as this can prove to be an asset to any institution because it can increase productivity.

According to Olowuo (2004) in Robert Okah (2005) Leadership is the ability to persuade others to pursue defined goals. Every leader has a target or goals he/she intend to achieve. In achieving such goals, the leader must make other subordinates/staff under him to see and define goals the way he (the leader) sees and defines it. If the leader is not able to persuade others to pursue the same goal or target in the same way, then such goal will be unrealizable. Leaders must have the ability to induce followers to achieve goals in difficult situation. A leader is held liable/accountable for his inability to accomplish goals even when it is the fault of the followers.

Peretomode (2012) opined that leadership is all about followers and subordinates. A leader is held accountable for the failure or success of the followers and subordinates.

Leadership is the ability to evaluate and or forecast a long term plan or policy and influence the followers towards the achievement of the said strategy Adeoye Mayowa (2009). Leadership Manager in Nigeria.

### **Office Effectiveness in Higher Institutions**

The concept 'office effectiveness' refers to an organisation accomplishing its specific objectives (Beare, Caldwell & Millikan, 1989:11). School effectiveness therefore means 'the school accomplishes its objectives'. School effectiveness can therefore be regarded as a distinct characteristic of an effective school. The concept 'school effectiveness' can, however, mean different things and this has led to a global debate around the concept (Mortimore, 2000). According to Sun, Creemers and De Jong (2007), studies of school effectiveness have two distinctive aims: firstly, to identify factors that are characteristic of effective schools, and secondly, to identify differences between education outcomes in these schools. The choice and use of outcome measures has been open to debate in many areas of education research (Sun 2007). One of the touchstones of effective schools is the impact on learners' education outcomes (i.e. test or examination results obtained during formal assessment). In this regard, Bennet, Crawford and Cartwright (2003:176) define an effective school as "a school in which students progress further than might be expected". Researchers into school

effectiveness continuously aim to clarify the dilemma with regard to learners' education outcomes (Sun 2007).

## Feedback and Effectiveness

In Peromode (2011) School performance feedback systems are defined here as information systems external to schools that provide them with confidential information on their performance and functioning as a basis for school self-evaluation. Such systems have become widespread in education in many parts of the world. They share a goal of seeking to maintain and improve the quality of schools, and arise out of a belief in the power of feedback to learn, and to produce change, often accompanied by a sense of disillusionment at the lack of impact of other models of school improvement. This definition excludes informal, self-generated feedback and separates SPFSs from public systems of school performance accountability and support of school choice, which have rather different aims and contents. The content of the information on the school's performance or functioning must be taken broadly. School performance here is likely to mean some kind of contextualised measure for fair comparison, adjusted to take account of factors beyond the control of the school („value added“). „Performance“ may also include absolute performance measures and may equally relate to non-academic outcomes of schooling (e.g. behavioural and affective). Information on the functioning of schools relates to organisational and school-process measures like the resources spent, the subject matter taught, the instructional methods used and the nature of school leadership. That the feedback should provide a basis for self-evaluation implies that the feedback should not simply be used for measurement of effectiveness, but that, once such judgements have been made, they ideally lead to some kind of action, such as the closer investigation of where and why the school under-performs and the development of a school improvement policy (Peramode, 2011).

## Goals and Effectiveness

The primary difference between organizational effectiveness and goal setting is that you can use effectiveness to evaluate just about every process that makes your business run. Efficiency, however, is always about the financial costs and the results of doing something. Efficiency is especially important when it comes to measuring the return-on-investment of marketing and sales. As a small business owner, you are probably not working with unlimited resources, so you need to find ways to maximize the resources you do have. Imagine signing up for a race just to learn there was no finish line it would probably seem pretty pointless. A professional environment that's lacking clear goals can feel the same way. But with something to work toward, employees tend to be more engaged. [Researchers have found](#) that setting goals can help employees feel a greater connection to their organization. Not only does this contribute to increased optimism in the office, but it also encourages better employee performance (Sun, 2007).

## Evaluation and Effectiveness

School self-evaluation can be a fundamental force in achieving school improvement and this review establishes key debates and what the implications are for self-evaluation as a means of leading school improvement (Peromode, 2011).

The review also incorporates a framework for conducting self-evaluation and case study examples from systems and schools that have previously undergone the process.

School self-evaluation is a process by which members of staff in a school reflect on their practice and identify areas for action to stimulate improvement in the areas of pupil and professional learning. The process can be located on a number of continua that define the exact nature of the process and reflect the context in which it is occurring. These dimensions include: summative-formative; internally-externally driven; and whether self-evaluation is conducted as a top-down or bottom-up process. Furthermore, schools should reflect on their context and the appropriate position and blend elements to optimise the impact of school self-evaluation on pupil and professional learning (Sun, 2007).

In terms of school improvement, teachers and school leaders are the key change agents for improvement and self-evaluation is a necessary but insufficient ingredient to stimulate school improvement (Peremode, 2011).

### Methodology

This study adopted a correlational design. Two sets of questionnaires were distributed to principal officers and staff in tertiary institutions in Rivers State. The target population of this study is 7,220 which comprised of all staff of tertiary institutions in River State which are:

Captain Elechi Amadi Polytechnic, Port Harcourt, Rivers State University (Nkpolu-Oroworokwo), Ignatius Ajuru University of Education (Rumuolumini) and Ken Saro Wiwa Polytechnic, Bori.

|                           |              |   |     |
|---------------------------|--------------|---|-----|
| <b>Capt. Elechi Poly:</b> | Staff        | - | 620 |
|                           | <b>Total</b> | - | 620 |

(Source: [www.portharcourtpoly.edu.ng](http://www.portharcourtpoly.edu.ng))

|             |              |   |       |
|-------------|--------------|---|-------|
| <b>RSU:</b> | Staff        | - | 3,000 |
|             | <b>Total</b> | - | 3,000 |

(Source: Wikipedia, 2019)

|               |              |   |       |
|---------------|--------------|---|-------|
| <b>IGAUE:</b> | Staff        | - | 2,300 |
|               | <b>Total</b> | - | 2,300 |

(Source: [www.edu.resourcecentre.com](http://www.edu.resourcecentre.com))

|                  |              |   |       |
|------------------|--------------|---|-------|
| <b>KEN POLY:</b> | Staff        | - | 1,300 |
|                  | <b>Total</b> | - | 1,300 |

(Source: [www.edu.resourcecentre.com](http://www.edu.resourcecentre.com))

The sample size 490 was used by adopting the stratified sampling technique in which 98 staff were chosen in each of the five tertiary institutions in Rivers State. Out of the 490 copies of questionnaires distributed, 350 representing 86% of the total copies of questionnaires distributed were duly returned and completed upon which this study based its analysis. The questionnaire was used as the instrument for the study. The questionnaire tagged, 'Leadership Accountability and Higher Institutions Effectiveness in Higher Institutions in Rivers State' (LAHIERIV). The modified Likert-scale of Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4). Mean and standard deviation was used in answering the research questions at 2.5 mean benchmark while Pearson Product Correlation Coefficient (PPMC) was used in testing the hypotheses at significance level of .05.

## Results

- **Research Question 1:** To what extent does evaluation of effectiveness relate to office effective in higher institution in Rivers State.?
- *Table 2; relationship between evaluation and office effectiveness in higher institution in Rivers State*

| S/N Items                                       | Descriptive Statistics |             |                | Remark     |
|-------------------------------------------------|------------------------|-------------|----------------|------------|
|                                                 | N=350                  | Mean        | Std. Deviation |            |
| 1. My supervisor attend to your work station    |                        | 1.3675      | .48273         | VLE        |
| 2. I complete my tasks without reminder         |                        | 2.3800      | 1.32287        | LE         |
| 3. My supervisor assess my roles regularly      |                        | 1.8900      | 1.13628        | VLE        |
| 4. My boss reassigns you to roles               |                        | 2.1500      | 1.15361        | LE         |
| 5. I'm usually assigned delegated duties to you |                        | 1.283       | 1.23922        | VLE        |
| <b>Grand Mean</b>                               |                        | <b>1.94</b> | <b>.879</b>    | <b>VLE</b> |

Table 2 above shows in item 1 mean score of 1.3675 and SD .48273 which proves very low extent that respondents' supervisors attend to your work station. In item 2 mean score of 2.3800 and SD 1.32287 showed low extent that they complete my tasks without reminder. In item 3 mean score of 1.8900 and SD 1.13628 implied that very low extent that their supervisor assesses my roles regularly. In item 4 mean score of 2.1500 and SD 1.15361 show low extent that their boss reassigns you to roles. In item 5 mean score of 1.283 and SD 1.23922 implied low extent that they usually assigned delegated duties to you

Thus, the aggregate mean of  $1.94 < 2.5$  shows that the respondents in majority very low extent how evaluation relates to office effectiveness in higher institution in Rivers State.

**Research Question 2:** To what extent does goals relate to office effectiveness in higher institution in Rivers State?

*Table 3: relationship between goal setting and office effectiveness in higher institution in Rivers State*

| s/n items                                                        | N=350 | Mean        | Std. Deviation | Remark     |
|------------------------------------------------------------------|-------|-------------|----------------|------------|
| 6. I attain goals set by management                              |       | 1.3771      | .48537         | VLE        |
| 7. I attend short term goals more than long or medium term goals |       | 1.1743      | .37990         | VLE        |
| 8. Set goals influence my work life                              |       | 2.4629      | 1.24046        | LE         |
| 9. I understand goals set by management                          |       | 1.9314      | 1.14351        | VLE        |
| 10. My supervisor monitors my progress of goals                  |       | 1.8721      | 1.23382        | VLE        |
| <b>Grand Mean</b>                                                |       | <b>1.73</b> | <b>.972</b>    | <b>VLE</b> |

Table 3 above shows in item 6 mean score of 1.3771 and SD .48537 implying very low extent that majority of the respondents attain goals set by management. In item 7 mean score of 1.1743 and SD .37990 showed very low extent that they attend short term goals more than long or medium term goals. In item 8 mean score of 2.4629 and SD 1.24046 showed low extent that set goals influence my work life. In item 9 mean score of 1.9314 and SD 1.14351 showed very low extent that they understand goals set by management. Item 10 with mean score 1.8721 and SD 1.23382 shows that very low extent that motivational strategies employed by principals enhances discipline among staff and students. In item 10 mean score 1.8721 and SD 1.23382 which very low extent that their supervisor monitors my progress of goals.

Thus, aggregate mean score of  $1.73 < 2.5$  showed that the very low extent that majority of the respondents goals relates to office effectiveness in higher institution in Rivers State.

**Research Question 3:** To what extent does provision of feedback relates to office effectiveness in higher institution in Rivers State?

*Table 4: relationship provision of feedback and office effectiveness in higher institution in Rivers State*

| S/N               | Items                                                 | N=350 | Mean        | Std. Deviation | Remark     |
|-------------------|-------------------------------------------------------|-------|-------------|----------------|------------|
| 11.               | I understand how the organization's finance are spent |       | 2.0257      | 1.19786        | LE         |
| 12.               | I have a copy of annual budget of the school          |       | 1.3771      | .48537         | VLE        |
| 13.               | My input in the budget is usually captured            |       | 1.9286      | 1.22908        | VLE        |
| 14.               | My complaints are usually attended to                 |       | 1.2114      | .40891         | VLE        |
| 15.               | I get feedback from management on staff issues        |       | 1.2993      | .52921         | VLE        |
| <b>Grand Mean</b> |                                                       |       | <b>1.63</b> | <b>.761</b>    | <b>VLE</b> |

Table 4 above shows that in item 11 mean score of 2.0257 and SD 1.19786 which showed very low extent that they understand how the organization's finance are spent. In item 12 showed very low extent that they have a copy of annual budget of the school with mean score of 1.3771 and SD 1.22908. In item 13 mean score of 1.9286 and SD 1.22908 showed very low extent that they input in the budget is usually captured. In item 14 mean score of 1.2114 and SD .40891 showed very low extent that creating an enabling environment for staff gives room for collaborative learning. In item 15 mean score of 1.2993 and SD .52921 showed very low extent that complaints are usually attended to.

Thus, aggregate mean of  $1.63 < 2.50$  shows that very low extent on how provision of feedback relates to office effectiveness in higher institution in Rivers State.

### Test of Hypotheses

**H<sub>01</sub>:** There is no significant relationship between evaluation and office effectiveness in higher institutions effectiveness in Rivers State.

*Table 4: Correlation between evaluation and office effectiveness in higher institutions effectiveness in Rivers State*

| Correlations         |                         | Evaluation |        |         |         |
|----------------------|-------------------------|------------|--------|---------|---------|
| Office Effectiveness | Correlation Coefficient | 1.000      | .016   | -.182** | .585**  |
|                      | Sig. (2-tailed)         | .          | .000   | .000    | .000    |
|                      | N                       | 350        | 350    | 350     | 350     |
|                      | Correlation Coefficient | .016       | 1.000  | .619**  | .139**  |
|                      | Sig. (2-tailed)         | .000       | .      | .000    | .009    |
|                      | N                       | 350        | 350    | 350     | 350     |
|                      | Correlation Coefficient | -.182**    | .619** | 1.000   | -.206** |
|                      | Sig. (2-tailed)         | .001       | .000   | .       | .000    |
|                      | N                       | 350        | 350    | 350     | 350     |
|                      | Correlation Coefficient | .585**     | .139** | -.206** | 1.000   |
|                      | Sig. (2-tailed)         | .000       | .000   | .000    | .       |
|                      | N                       | 350        | 350    | 350     | 350     |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4 above shows a correlate value of .837, N-value of 350 and p-value of .001 < than .05 shows that there is a significant relationship between evaluation and office effectiveness in higher institutions in Rivers State.

**H02:** There is no significant relationship between goal setting and office effectiveness in higher institution e in Rivers State.

*Table 5: Correlation between goal setting and office effectiveness in higher institution effectiveness in Rivers State*

**Correlations**

|                             |                         | Goal Setting |        |        |
|-----------------------------|-------------------------|--------------|--------|--------|
| <b>Office Effectiveness</b> | Correlation Coefficient | 1.000        | .015   | .620** |
|                             | Sig. (2-tailed)         | .            | .000   | .000   |
|                             | N                       | 350          | 350    | 350    |
|                             | Correlation Coefficient | .015         | 1.000  | .546** |
|                             | Sig. (2-tailed)         | .000         | .      | .000   |
|                             | N                       | 350          | 350    | 350    |
|                             | Correlation Coefficient | .620**       | .546** | 1.000  |
|                             | Sig. (2-tailed)         | .000         | .000   | .      |
|                             | N                       | 350          | 350    | 350    |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5 above shows there correlate value of .680, N-value of 350, p-value of .000<.05 shows that there is a significant relationship between goal setting and office effectiveness in higher institution effectiveness in Rivers State.

**H03:** There is no significant relationship between leadership provision of feedback and office effectiveness in higher institution in Rivers State

*Table 6: Correlation of between provision of feedback and office effectiveness of higher institutions in Rivers State*

**Correlations**

|                             |                         | Provision of Feedback |         |        |        |
|-----------------------------|-------------------------|-----------------------|---------|--------|--------|
| <b>Office Effectiveness</b> | Correlation Coefficient | 1.000                 | -.180** | .791** | .532** |
|                             | Sig. (2-tailed)         | .                     | .001    | .000   | .000   |
|                             | N                       | 350                   | 350     | 350    | 350    |
|                             | Correlation Coefficient | -.180**               | 1.000   | -.099  | .062   |
|                             | Sig. (2-tailed)         | .001                  | .       | .064   | .251   |
|                             | N                       | 350                   | 350     | 350    | 350    |
|                             | Correlation Coefficient | .791**                | -.099   | 1.000  | .791** |
|                             | Sig. (2-tailed)         | .000                  | .001    | .      | .000   |
|                             | N                       | 350                   | 350     | 350    | 350    |
|                             | Correlation Coefficient | .532**                | .062    | .791** | 1.000  |
|                             | Sig. (2-tailed)         | .000                  | .001    | .000   | .      |
|                             | N                       | 350                   | 350     | 350    | 350    |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 6 above shows correlate value of .989, n-value of 350, p-value of .001<.05 which prove that there is a significant relationship between leadership evaluation of effectiveness and higher institutions effectiveness in Rivers State.

### Summary of Findings

The findings of the study are hereunder itemized:

1. There is a significant relationship between evaluation and office effectiveness in higher institutions effectiveness in Rivers State.
2. There is low extent relationship between evaluation and office effectiveness in higher institutions effectiveness in Rivers State
3. There is a significant relationship between goal setting and office effectiveness in higher institution in Rivers State.
4. There is very low extent relationship between goal setting and office effectiveness tertiary institution in Rivers State.
5. There is a significant relationship between provision of feedback and office effectiveness in higher institution in Rivers State.
6. There is very low extent relationship between provision of feedback and office effectiveness in higher institution in Rivers State.

### Discussion of Findings

The findings of the study are hereunder discussed:

#### Evaluation and Office Effectiveness

Hypothesis one testing showed one showed that there is a significant relationship between leadership evaluation of effectiveness and higher institutions effectiveness in Rivers State. The position of the respondents is buttressed by accountability in education is concerned with keeping records of school activities and using such record to assess or appraise institutional performance in relation to the achievement of predetermined objectives .This is buttressed by Okoroma (2007) arguing that accountability in education has elicited much attention as a result of the following reasons: (i) The school system, which facilitates the objectives of education in creation of a society which must maintain checks and balances.(ii) Education is generally funded by society through taxes, which must necessarily exercise some control in all facets of the educational process (Okoroma, 2007). The tasks of accounting, auditing and reporting are associated with the business of formal education.

#### Goal Setting and Office Effectiveness

Hypothesis two showed that there is a significant relationship between leadership goals and higher institution effectiveness in Rivers State. NOUN (2008) stated that there are two dimensions of accountability in the educational sector. These include; (i) Accountability for Achieving Institutional Goals: An educational system exists to achieve the diverse objectives of education. The school leadership is usually accountable for the quality and clarity of the school's objectives and priorities. The school leadership is accountable for the quality of teaching -learning process in the school and also expected to ensure that proper assessment procedures take place in the school.(ii) Accountable to Superior Officers: Regardless of whether the educational leader is a provost, rector or vice-

chancellor, he is an employee of the Ministry of education and State schools Board official representing his employers.

Accountability is one requirement of an effective and influential leader in the workplace. It is also defined as taking ownership to ensure responsibilities are achieved as expected. This means that leaders must clearly understand expectations before making commitments.

### Provision of Feedback and Office Effectiveness

Testing of hypothesis three showed that respondents subscribed that a significant relationship between leadership provision of feedback and higher institution effectiveness in Rivers State. The stance of the respondents is supported by Peretomode (2012) who opined that leadership is all about followers and subordinates. A leader is held accountable for the failure or success of the followers and subordinates when feedback on success or failure is not reported.

Leadership is the ability to evaluate and or forecast a long term plan or policy and influence the followers towards the achievement of the said strategy Adeoye Mayowa (2009).

### Conclusion

The findings of the study have shown that there is a relationship between accountability and effectiveness of higher institutions in Rivers State. Managers or leaders of higher institutions in Rivers State are expected to be accountable both to their subordinates or higher authorities. The findings of the study showed that a situation where tertiary institution leaders are not accountable may lead to a ineffectiveness in tertiary institutions in Rivers State.

### Recommendations

Based on the findings of the findings of the study, the following recommendations were made:

1. Staff should be allowed by management to be evaluated from time to time
2. Management should set goals are interpretable and implementable by subordinate staff
3. Management as well as staff should provide feedback on institutional matters especially as it borders on goal attainment.

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