

RESOURCE MANAGEMENT AND JOB INVOLVEMENT AMONG UNIVERSITY LECTURERS IN SOUTH – SOUTH NIGERIA.

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ABSTRACT

The purpose of this study was to find out the relationship between resource management and job involvement of university lecturers in the South – South zone of Nigeria. Four hypotheses were formulated to guide the study. The sample of the study consisted of 578 lecturers selected from a population of 2894 lecturers from 3 universities using stratified proportionate random sampling technique. The instrument for data collection was a 4-point Likert type scale developed by the researcher and titled “Resource Management and Job Involvement Questionnaire (RMJIQ)” for lecturers. The reliability coefficient of the instrument was 0.75, using the split-half reliability method. Data were analyzed using Pearson Product Moment Correlation and population t-test statistical methods. The results of the study revealed that lecturers’ perception of human, physical/material and financial resources management significantly correlated with their job involvement. The result of the study further showed that the job involvement of university lecturers was significantly high. Premised on these findings, it was recommended among others that university administrators should adopt strategic planning/ management process in the management of human, physical/material and financial resources and academic staff in Nigerian universities should be adequately motivated so as to enhance their job involvement and commitment to duty.

Keywords: Resources, Management, Job Involvement, Lecturers, University.

Introduction

The relevance of University education to the economic, industrial and technological development of Nigeria and other countries of the world cannot be overemphasized. Higher education institutions in recent times are viewed as agents of social change and development. They are role models of innovation and change and they are expected to play a critical role in promoting sustainable economic, social and cultural development. They are the major drivers of economic knowledge-driven global economy. Thus, the universities as higher institutions are established to accomplish specified objectives. The Federal Republic of Nigeria (FRN, 2004) articulates the objectives of higher education to include the contribution to national development through relevant manpower training, the acquisition, development and inculcation of proper values for the development of intellectual capability of individuals to understand and appreciate the local and external environments. Our Universities are expected to achieve these objectives through teaching, research, dissemination of existing and new information and service to the community. The extent to which these objectives can be achieved depends greatly on the efficient management of educational resources by the institutional administrators and the level of job involvement of academic staff. The managerial functions of any educational institution rest on the institutional administrator while the academic staff performs the technical functions. If the educational resources of universities are effectively managed, there would be higher level of job involvement among academic staff. Unfortunately, many universities in Nigeria lack a lot of equipment, materials, facilities and infrastructure for effective teaching, learning and research. Neither the teaching nor research functions have been adequately achieved by lecturers (Mbipom, 1999). This is attributable to poor management of resources and this could affect lecturers' job involvement and productivity.

Job involvement has been variously defined. It is the degree to which one is actively participating in one's job and the degree of importance of one's job to one's self- image (Lawler & Hall, 1970). It refers to the extent to which a worker identifies psychologically with his/her job (Akpan, Ekpiken & Okon, 2007). Therefore, job involvement is one's motivational orientation to the job. Low level of job involvement is regrettably occasioned by poor conditions of service under which lecturers are serving. Denga (1996) posits that individuals whose needs, goals and aspirations are thwarted by the organization develop feelings of low self- worth, become apathetic, uninterested, frustrated and tend to withhold self-commitment to the work. Thus, the way the resources of any organization is managed can influence workers' feelings and interest toward their job and hence, their level of job involvement.

Resources management is the effective and efficient development of organization's resources when they are needed (Adetoro, 2009). Olagboye (2004) describes resources management as the prudent utilization and maintenance of the human, material, financial and other available scarce resources for the optimal achievement of a set of educational goals. It is the effective acquisition, utilization and maintenance of the supplies needed in the educational system (Banjoko, 2002). In the context of this study resources management is conceptualized as the process which encompasses activities designed to procure, co-ordinate and utilize educational resources for the explicit purpose of attaining the objectives and goals of university education.

Good management of educational resources in our Universities needs effective and dynamic leadership. The administrator should have the ability and the requisite skills to intelligently manage the available resources for successful accomplishment of the institutional goals and objectives. Adetoro (2009) classifies educational resources into human, physical and financial resources. These are potential inputs of the institution that enable the institution to achieve its objectives if they are effectively managed. They are the pre-conditions for successful implementation of school programmes and whenever this condition is not fulfilled, the ability of the teaching staff to perform his/her task will be greatly hampered. It is against this background that the researcher was motivated to find out the extent to which lecturers' perception of resource management relates to their job-involvement in universities.

Literature Review

Effective management of resources in Universities involved a careful planning of infrastructure, co-ordination of human, physical, material and financial resources and the development of an effective and relevant instructional plan for learning. Ejiogu (1985) stated that to ensure high job involvement and productivity of teachers depend on the ability of the administrator to manage the three components namely, human, financial and material resources of an organization properly. In a study conducted by Fabiyi (2000), it was found that a significant relationship existed between teachers' condition of service, fringe benefits and their teaching effectiveness. Recognition, salaries, welfare packages and office accommodation significantly related to lecturers' commitment to teaching. This finding was supportive of the work of Akpekpe and Ejere (1997) who discovered in their study that both intrinsic and extrinsic factors were essential for effective motivation of workers. In an earlier study by Atkinson (1980) it was found that intrinsically motivated persons were more job-involved than extrinsically motivated workers. Job content more than job context characteristics were positively related to job involvement. Studies have also shown that effective management of human resources in an organization significantly related to job involvement and high productivity (Onyene, 2005; Mathieu and Kohler, 1990; Lambert, 1991; Akpan, Ekpiken & Okon, 2007).

The physical working conditions under which University lecturers carry out their instructional tasks have been linked with their commitment to duty. Durotola (1997) in a research study discovered a significant positive relationship between physical environment and staffers' commitment to institutional tasks. The finding was attributed to the level of efficiency in managing physical/material resources of the institution. In a similar study by Adeboyeje (2000), it was found that well managed infrastructural facilities and equipment not only enhance good teaching practices but also facilitate learning whereas poorly planned and managed facilities hinder good teaching practices and act as hindrance to students' achievement. The implication of these findings is that if adequate facilities and equipment are provided and effectively managed in our universities, lecturers' job involvement would be enhanced.

Obemeata (1991) in his study discovered that office spaces for academic staff and lecture rooms or halls are inadequate in our universities. There is lack of sufficient facilities and equipment for effective teaching and research. These findings lent credence to Nwagwu (1997) assertion that our institutions of higher learning are characterized by under-funding, poor working environments, poor conditions of service, inadequate infrastructural facilities and ineffective management of financial resources. This scenario could impact negatively on lecturers' jobs involvement and productivity.

On the effect of financial resource management, Oni (1992) discovered in a research study a significant positive relationship between school expenditure per staff and their teaching effectiveness. There was also a positive correlation between school expenditure per pupil and achievement. These findings were in consonance with the earlier research findings by Oguntoye (1983) and Akangbou (1986). It could be deduced from these findings that what actually gave rise to better academic performance of the students was teachers' effectiveness and their level of job involvement. In support of these findings, Ndaji (1983) stressed the need for prompt funding as well as effective management of such funds if the goals and objectives of higher institutions are to be achieved. Denga (1991) in his study asserted that university administrators should look inward and develop strategies for internal revenue generation and that these internal returns would greatly argument government efforts to finance university education particularly during the depression years. In support this assertion, Bassey (2000) advocated for strategic financial planning if universities are to sustain their services in the 21st century because virtually every aspect of institutional life revolves around financing. Bassey (2000) discovered in in a research study a significant relationship between department heads' perception of budget allocation and their administrative duty. Staff perception of budget allocation did not significantly influence their commitment to teaching, but it significantly influenced their involvement in research. The researcher recommended that an equitable way of allocating financial resources to department and facilities should be provided to enable them function effectively.

Statement of the problem

Educational resources are important inputs of the university system. The ability of university administrators to manage the human, physical, material and financial resources could impact positively or negatively on the job involvement of academic staff. Some universities in Nigeria lack functional facilities, equipments and infrastructure for effective teaching, learning and research. The human component (lecturers) are not adequately motivated to put in their best in the discharge of their professional duties. Mbipom (1999) states that neither the teaching nor research functions have been adequately achieved by lecturers. This is attributable to ineffective management of resources by university administrators and this could affect lecturers job involvement and productivity. Observation has also shown that some lecturers exhibit poor work behaviors like tardiness, absenteeism, delay in the marking of examination scripts and submission of grades. These are indicative of low job involvement and lack of commitment. Therefore, at this juncture it is pertinent to pose the question: How does lecturers' perception of resources management relate to their job involvement in universities? This study is poised to provide answer to this question.

Purpose of the Study

The aim of the study was to find out the relationship between resources management and lecturers job involvement in Nigerian Universities. Specifically the purpose of this study was to establish the relationship between lecturers' perception of:

- i. Human resource management and their job involvement.
- ii. Physical/material resource management and their job involvement.
- iii. Financial resource management and their job involvement and
- iv. The level of job involvement of lecturers.

Hypotheses

The following hypotheses were formulated to guide the study:

- i. Lecturers' perception of human resource management does not significantly relate to their job involvement.
- ii. Lecturers' perception of physical/material resource management does not significantly relate to their job involvement.
- iii. Lecturers' perception of financial resource management does not significantly relate to their job involvement.
- iv. Lecturers' job involvement in universities is not significantly high.

Research Method

6.1 Research Design.

The design adopted for this study was the ex-post facto design. This design deals with cause and effect relationship. The design was deemed appropriate for the study because the research was aimed at finding out the effect of lecturers' perception of resource management on their job involvement with the view to establish the relationship between the two variables.

6.2 Population of the Study.

The population of the study consisted of 2894 lecturers from three universities identified for the study. A breakdown of the population showed that university of Calabar had 889 academic staff, university of Uyo had 930 academic staff and University of Port Harcourt had a total of 1,075 lecturers. Altogether there were 2215 male and 678 female lecturers in the three universities.

6.3 Sampling technique and the sample.

The stratified proportionate random sampling technique was used. The academic staff were stratified into professional ranks or status. To do this, the researcher visited each of the 3 Federal Universities selected for the study and obtained the list of academic staff with their ranks and categorized them into their respective strata of Assistant Lecturer, Lecturer II, Lecturer I, Senior Lecturer and Reader/Professor. Then 20% of academic staff in each stratum were selected and used for the study. The sample size was 578 academic staff made up of 350 males and 228 females.

6.4 Research Instrument.

The instrument for data collection was a questionnaire developed by the researcher and titled Resource Management and Job Involvement Questionnaire (RMJIQ) for lecturers. The instrument was face-validated by an expert in educational measurement and evaluation. The instrument consisted of two sections, A and B. Section A sought personal data of the respondents such as gender, age, qualification, years of working experience and professional rank. Section B was a 4-point Likert type scale consisting of 24 items designed to measure three sub-variables of resources management (human, physical/material, financial) and job involvement. Each of these four sub-variables was measured using 6 items. Each item of the sub-variables of resource management had 4 response options ranging from Strongly Agree (SA), Agree (A), to Disagree (D) and Strongly Disagree (SD). The respondents were required to tick one of the 4 response options against an item to indicate the extent of their agreement or disagreement with the item.

Similarly, each item measuring job involvement had 4 response options ranging from Highly Involved (HI), Moderately Involved (MI), to Lowly Involved (LI) and Not Involved (NI). The respondents were also required to tick one of the 4 options against each item to indicate the extent of their involvement in the performance of their duties. The instrument was trial tested by administering it to 60 academic staff who were not part of the actual sample of the study. The split-half reliability method was used to ascertain the reliability of the instrument. The reliability coefficient obtained was 0.75. This was high enough for the instrument to be considered reliable. The instrument was administered to the respondents in their various institutions with the help of two research assistants. Copies of the instrument were completed and returned on the spot. Data collection took about two weeks and all the respondents correctly completed the questionnaire.

All the positively worded items on the instrument were scored 4 points for Strongly Agree, 3 points for Agree, 2 points for Disagree and 1 point for Strongly Disagree response options respectively. The scoring technique was reversed for all negatively worded items. The data collected were analyzed using Pearson Product Moment Correlation and population t-test statistical techniques. The hypotheses were tested at $p < 0.05$ level of significance. The Statistical Package for Social Science (SPSS) was used to facilitate data analysis.

Results

HO₁: Lecturers' perception of human resource management does not significantly relate to their job involvement.

The results of the analysis are presented on table 1

Table 1

Correlation Analysis of the Relationship between Human Resource Management and Lecturers' Job Involvement (n = 578).

Variables	\bar{X}	SD	r
Human resource management	13.98	2.30	0.22*
Lecturers' job involvement	15.26	1.95	

*p<0.05; df = 576; critical-r = 0.120

The data on table I show that the calculated correlation coefficient of 0.22 is greater than the critical r-value of 0.120 needed for significance at 0.05 alpha level and 576 degrees of freedom. Thus, the correlation coefficient is statistically significant. Given this result, the null hypothesis is rejected and the alternate hypothesis is upheld. This means that there is a significant positive relationship between lecturers' perception of human resource management and their job involvement. The positive nature of the correlation coefficient shows that the higher the perception of human resource management by lecturers, the higher their job involvement.

HO₂: Lecturers' perception of physical/material resource management does not significantly relate to their job involvement.

The results of data analysis are presented on table 2.

Table 2

Correlation Analysis of the Relationship between Lecturers' Perception of Physical/ material Resource Management and their Job Involvement (n= 578).

Variables	\bar{X}	SD	r
Physical/material resource management.	12.30	2.65	0.61*
Lecturers' job involvement	15.26	1.95	

*p<0.05; df = 576; critical-r = 0.120

Table 2 reveals that the correlation coefficient for the perception of physical/material resource management and lecturers' job involvement is 0.61. Since the observed r-value of 0.61 is greater than the critical r-value of 0.120 at p<0.05 alpha level, with 576 degrees of freedom, it follows that the correlation coefficient is statistically significant. Therefore, there is a significant positive correlation between lecturers' perception of physical/material resource management and their job involvement. This means that the higher the perception of physical/material resource management, the higher lecturers' job involvement.

HO₃: Lecturers' perception of financial resource management does not significantly relate to their job involvement.

The results of the analysis are presented on table 3

Table 3

Correlation Analysis of the Relationship between Perception of Financial resource Management and Lecturers' job involvement.

Variables	\bar{X}	SD	r
Financial resource management.	13.20	2.46	0.34*
Lecturer's job involvement	15.26	1.95	

* $p < 0.05$; $df = 576$; critical- $r = 0.120$

The data on Table 3 reveal that the correlation coefficient for lecturers' perception of financial resource management and their job involvement is 0.34. Since the observed r -value of 0.34 is greater than the critical r -value of 0.120, it means that the correlation coefficient is statistically significant. With this result, the null hypothesis is rejected and the alternate hypothesis is upheld. Therefore, there is a significant positive correlation between lecturers' perception of financial resource management and their job involvement. Hence, the higher the perception of financial resource management, the higher lecturers' job involvement and

Vice versa.

HO₄: The job involvement of University lecturers is not significantly high.

The results of data analysis using population t -test statistics are presented on table 4.

Table 4

Population t -test analysis of the level of job involvement of lecturers in Universities ($n = 578$)

Variables	No. of Items	Expected mean	Observed mean	SD	t
Expected level of job involvement	6	15.00			3.25*
Observed level of job involvement	6		15.26	1.95	

* $p < 0.05$; $df = 577$; critical- $t = 1.960$

Table 4 shows that the calculated t -value of 3.25 is greater than the critical t -value of 1.960 needed for significance at 0.05 alpha level and 577 degrees of freedom. With this result, the null hypothesis is rejected and the alternate hypothesis upheld. This finding depicts that lecturers' job involvement in universities is significantly high.

Discussion of Findings

One of the findings of the study reveals that lecturers' perception of human resource management significantly relates to their job involvement. This means that perception of human resource management is associated with lecturers' job involvement. The higher the perception, the higher their job involvement and vice versa. This finding depicts that perhaps university administrators have started to see the need for effective and efficient management of the human resource component of the university system through adequate remuneration of staff, good conditions of service and taking care of staff grievances promptly. These are motivating factors that can spur lecturers to high job involvement and productivity. Job involvement is one's motivational orientation to the job. This finding is supported by the work of Fabiyi (2000) who discovered a significant relationship between conditions of service, fringe benefits and their teaching effectiveness. This finding also lends credence to the research findings of Akpan, Ekpiken and Okon (2007), and Onyene (2005) who discover that effective management of human resources in an organization significantly relates to job involvement and high productivity.

Another finding of the study shows that lecturers' perception of physical/material resource management significantly correlates with their job involvement. The positive nature of the correlation shows that the higher the perception of physical/material resource management by lecturers the higher their job involvement and the lower their perception, the lower their job involvement. This finding could be attributed to the improvement in the provision and maintenance of physical facilities in the institutions under study. Thus, a well- managed infrastructural facilities and equipment not only enhances good teaching practices but also facilitates learning, whereas poorly planned and managed facilities hinders good teaching practices (Adeboyeje, 2000). The present finding agrees with the work of Durotola (1999) who discovers a significant positive relationship between physical environment and lecturers' commitment to institutional tasks. Thus, if adequate facilities and equipment are provided and effectively managed in our universities, lecturers' job involvement will be enhanced. However, the present finding is at variance with the research findings of Obemeata (1991) and Nwagwu (1997) who discover in their studies that our universities are characterized by poor working environments, inadequate offices for lecturers, lecture halls and infrastructural facilities.

The study also reveals a significant positive correlation between lecturers' perception of financial resource management and their job involvement. This finding shows that lecturers' perception of financial resource management is directly associated with their level of job involvement. This finding is supported by the works of Oguntoye (1983), Akangbou (1986) and Oni (1992) who discover in their various studies a significant positive relationship between school expenditure per staff and their teaching effectiveness. The present finding also lends credence to the research finding of Bassey (2000) who discovers that a significant positive relationship exists between department heads' perception of budget allocation and effective performance of administrative duty. It is important to state that finance is an important educational input needed for the procurement and maintenance of human and material resources of institutions. It therefore, calls for effective and prudent management to ensure lecturers' job involvement and commitment to duty.

The study further shows that the job involvement of university lecturers is significantly high. This finding could be explained on the ground that lecturers perceive the human, physical/material and financial resources components of the universities as being effectively and efficiently managed by institutional administrators. Effective management of resources in universities requires a careful planning of infrastructure, co-ordination of the available resources and the development of an effective and relevant instructional plan for learning.

This finding is supportive of the work of Ejiogu(1985) who reports that to ensure high job involvement and productivity of workers depend on the ability of the administrator to manage the three components – human, financial, and material resources of an organization properly.

Conclusion

The conclusion drawn from this study is that variables of resource management namely, human, physical/material and financial resources affect lecturers' job involvements in Nigerian universities. In other words, there are significant positive correlations between lecturers' perception of these variables and their job involvement in the universities. Therefore, job involvement of university lecturers is a function of effective management of resources at the institutional level. Proper management of the human, physical/material and financial resources is a pre-requisite for lecturers' job involvement. The provision of the resources in adequate quantity and quality and efficient management of them motivate lecturers toward high job involvement. The way the institutional administrators manage the resources of the institutions determines to a great extent the level of job involvement of lecturers.

Recommendations

In the light of the findings of this study, it is recommended that:

University administrators should develop strategies for effective management of human, physical/material and financial resources so as to enhance job involvement of lecturers. Strategic planning and management should be utilized.

Academic staff need a conducive working environment with quality facilities that can facilitate teaching, research, knowledge creation and management. Providing functional and quality facilities and effectively managing them will boost lecturers' morale and increase their job involvement and productivity.

Universities should be adequately funded by government. The finances of the institutions should be judiciously managed by the administrators. The principle of transparency in institutional finance management should be the watch word. Efficient management of financial resources would remove the bottlenecks associated with the payment of salaries and allowances for personnel which could dampen their morale and enthusiasm for high job involvement.

University administrators should ensure that a cordial relationship exists between management and staff. This would check management – staff conflict. Administrators should be more democratic in their leadership style and encourage participative management. Academic staff should be involved in decision making particularly in areas concerning teaching, research and their welfare. When people are consulted on matters concerning them, they feel a sense of belonging and they would be committed to the implementation of the decision taken.

If university administrators are serious about demanding better performance from academic staff, they must also be serious about better incentive or welfare package for academic staff. In any work organization, human resources is an investment and performance is determined by human resource management. Job involvement as an attitude is an important factor that helps to maximize institutional effectiveness. Improving workers' behaviours are crucial aspects of administrator's job. Therefore, academic staff in universities should be adequately motivated to enhance job involvement and commitment to duty.

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