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UTILIZING PHYSICAL RESOURCES FOR GOAL ACHIEVEMENT IN NATIONAL TEACHER TRAINING INSTITUTE

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ABSTRACT

The availability of institutional physical facilities determines the quality of instruction and performance of the students. However, questions arise over how effective the physical facilities are used in the schools. Hence, the objective of this study is to examine utilization of physical resources for goal achievement in the Teacher Training Institute, Kwara state, Nigeria. The study adopted a descriptive survey design. The target population comprised all management staff, facilitators and state coordinators of the Institute. Total of 200 respondents were selected using stratified random sampling technique. The Physical resource Utilization and Teacher Training Institute Questionnaire (PUTTIQ) was designed by the researchers to elicit information from the respondents. The hypotheses were tested using Pearson Product-Moment Correlation statistics at the .05 level of significance. Findings revealed a high level of internal efficiency with adequate utilization of physical resource which enhanced attainment of the Teacher's Training Institute goals. In conclusion, effective utilization of the available physical resources would assist in the training of more quality teachers in Nigeria. This article recommends efficient utilization of facilities such as internet, libraries and laboratories which are underutilized by both facilitators and students of the National Teacher Training Institute.

Keywords: Physical Resources, Goal Achievement, Teacher Training, Higher Education, Nigeria



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INTRODUCTION

The National Teacher Training Institute (NTI) in Nigeria was established in 1976 primarily because of the pressing need of the country to train qualified teaching staff at all levels of the educational system. The introduction of Universal Primary Education (UPE) scheme in the country in 1976 led to an unprecedented population explosion in the primary school enrolment and a high demand for qualified teachers which then were in acute shortage (Amuchie, Asotibe, & Audu, 2013).

The Decree 9 of 1978, however called for the effective take off of NTI programs in Nigeria (Umar, 2006). The dynamic increase in primary school population necessitated a corresponding increase in the size of the teaching force (Adesina, 1984; Onuka & Arowojolu, 2008). The number of primary school teachers was expected to increase threefold by 1980 from the initial 130,000 in 1976, resulting in the need to recruit and train a huge teaching body. It was also estimated that 60% of the available 274,073 teachers were less fully qualified and this meant, in essence, that well over 180,000 persons needed to be trained immediately. In the interim, the government resorted to recruiting a large number of less qualified teachers. The main problem facing the scheme therefore was the inadequate supply of qualified teachers. In order to solve this problem, the government established the Teacher Training Institute as an agency to train and upgrade teachers using in-service training (Fareo, 2013).

The advantages of a Distance Education System were considered and the Institute was directed to adopt the Distance Learning technique for its programs. In particular, attention was drawn to its use in overcoming the problems posed by education in remote areas and in catering for widely scattered student population. Emphasis was also given to its training teachers without taking them off their jobs, the ease with which it could be modified or adapted to new conditions once the options network was set up (Fareo, 2013). In recent years, efforts were geared toward training of more qualified teachers by private agencies, States and Federal Government in Nigeria. Many Private Colleges of Education have been approved by the National Centres for College of Education (NCEE); in addition to the existing States and Federal Colleges of Education. Faculties of Education in many Nigerian universities aim at producing competent and quality teachers to attain teacher education goals as outlined in the National Policy on Education. In 1978, the National Teachers' Institute was also introduced by the federal government of Nigeria to produce Grade II teachers. The Institute was expanded in 1986 with study centers to produce Grade I teachers with National Certificate of Education (NCE). Similarly, the Post Graduate Diploma in Education was introduced in 2006. The centers were equipped with both human and physical resources by the Federal Government of Nigeria.

The importance of school facilities in goal attainment cannot be under-emphasized; studies have shown that a close relationship exists between the physical environment and students' academic performance (Asiabaka, 2008; Nwagwu, 1978; Ogunsaju, 1980).

Quality of school facilities has also been shown to be an important predictor of the level of teachers' attrition in United States urban schools and lack of resources in schools might contribute to teacher job dissatisfaction (Buckley, Schneider & Shang, 2004). Various studies have assessed school facilities and facility management (Abdulkareem & Fasasi, 2012; Asiabaka, 2008; Lemaster, 1997) but few studies have been done on the Teacher Training Institute's utilization of these resources for goal achievement. This study is therefore an attempt to fill the gap identified in the literature. It has been argued that the actualization of goals and objectives of education require maximum utilization and management of these facilities (Asiabaka, 2008).



Therefore, this research has the following research objectives:

1. To examine the types of physical resource allocated to the Teacher Training Institute in Nigeria and assess the level of their utilization
2. To examine the level of internal efficiency of the Institute in terms of goal attainment.
3. To determine if there is a significant relationship between physical resource utilization and goal achievement of the Teacher Training Institute in Nigeria.

School Physical Resources

Educational resources remain the springboard for attaining the aims and objectives for all education levels. Studies have shown that educational resources were not given much recognition in the teaching and learning process as well as pedagogical delivery (Muraina, 2015). Emphasizing provision and use of educational resources remains vital for any investor in education to achieve the set goals. The resources in education include the human, physical and financial. Bosah (1991) states that resources are usually a scarce commodity, whether financial, physical or human. No venture can succeed when denied adequate provision.

In other words, how fanciful an organizational objective may be, its success depends largely on the adequate resources needed, provided and utilized for its attainment. Oni (1995) described educational resources as the sum total of the input that goes into the educational system; the educational resources are all things used directly or indirectly for supporting, facilitating, influencing, encouraging transmission and acquisition of knowledge for competence, skills and know-how.

Classifying Physical Resource for a Good Plant Management

Durosaro (1998) suggested that the following spaces in the school environment should be efficiently and optimally utilized.

1. Instructional spaces which include classrooms, laboratories, workshop, halls and other spaces provided in the school where students receive instructions
2. Administrative spaces: These are schools administrative offices, Heads of department offices and staff rooms.
3. Circulation spaces: These include roads, walkways, paths, lobbies and corridors.
4. Spaces for conveniences: These also include toilets, kitchen, dining hall, common rooms and hostels.
5. Accessories: parks, lawns, garden, pavements, fields, recreational spaces and courts

The term “school physical facilities” embraces school plant-school site, buildings, classrooms, corridors, play grounds, and other lands, lighting, sanitary and other facilities, furniture and other equipment as well as consumables, which include paper, pencil, chalk, dusters, gum, staples and pins (National Primary Education Commission, NPEC, 1998). According to Oyedeji (2000) school physical facilities referred to the school plant, including buildings, equipment, machinery, vehicles, books, electrical and water supply infrastructure. Durosaro (1998) highlighted that school plant embraces both permanent and semi-permanent structures on the school sites as well as machines, transport, teaching equipment and even the cleaners’ tools. Fadipe (1998) referred to school



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plant as the non-consumable materials in the school for promoting teaching-learning activities. School physical facilities are the essential materials that must be put in place and considered in order to accomplish the school system objectives. In other words, the availability of these facilities determines the quality of instruction and student performance in the school.

With regard to the abovementioned definitions, it could be noticed that school physical facilities cover all infrastructural facilities required for school system survival which ultimately results in a successful teaching-learning outcome. The school plant, therefore, can be referred to as the totality of the school which make for the successful achievement of the school objectives. Olagboye (1998) stated that school plants consist of the basic materials and equipment the school needs to effectively and efficiently function in order to achieve the goals of the system. Similarly, school plant is considered as the entirety of physical infrastructural facilities available in a school towards achieving the quality education of the child and achieving the school goals.

The educational planners and investors should not stop at the appropriate provision of physical resources and their maintenance but should also utilize them optimally for accomplishing the educational objectives. Oyedeki (1989) clearly stated that apart from protecting pupils and teachers from the sun, rain, heat and cold, the school buildings represent a learning environment with tremendous positive impact on students' comfort, safety and academic performance. Oyedeki (1989) also identified two ways of maintaining physical resources: individual building maintenance and wide maintenance. The individual building maintenance according to this author involves a process of properly carrying out maintenance by the principal in conjunction with the school custodian staff. The wide maintenance is applicable to tertiary institutions operating multi-campus.

Physical facilities are the essential materials that must be put in place and utilized for accomplishing the school system objectives. These essential resources include laboratories, classrooms, offices, libraries and the like. Availability of these facilities will determine the quality of instruction and performance of students in the schools. Tijani (2011) observed that facilities structures are expected to be provided in schools, in order to bring about conducive learning environment for students. In every school environment, there should be buildings consisting of various classrooms, administrative blocks, staff rooms, laboratories, recreational facilities and library. It is noteworthy that providing physical facilities in schools is not enough for goal attainment until such resources are efficiently utilized.

For instance, a library stocked with relevant textbooks, other reading materials and internet service, laboratory equipped with functional gadgets, classrooms provided with furniture (tables and chairs), should be effectively and efficiently put into use by both students and teachers for achieving quality teaching and learning. Efficient management of school physical facilities is mandatory in order to make the school a pleasant, safe and comfortable center for the learning activities to persistently take place, so that the educational goals established could be realized.

RESEARCH QUESTIONS AND HYPOTHESES

The following research questions were raised to guide the study

1. What are the available types of physical resources in the Teacher Training Institute?
2. Are the resource allocated adequately utilized by the staff and students of Teacher Training Institute?
3. What is the level of internal efficiency of Teacher Training Institute in Nigeria?
4. What is the rate of physical utilization on the internal efficiency of the Teacher Training Institute?



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Based on these research questions the following hypotheses were generated:

- Ho₁: There is no significant relationship between physical resource availability and internal efficiency of the Teacher Training Institute.
- Ho₂: There is no significant relationship between physical resources utilization and goal achievement of the Teacher Training Institute.

METHODOLOGY

The research design adopted for this study was a quantitative research design and descriptive survey of correlation type. The design was considered relevant to this study because it describes a situation according to its demand and action. It also enables researchers to examine the existing relationship between physical resources utilization and the goal achievements of the Teacher Training Institute in Nigeria.

The target population for the study comprised all management staff, course facilitators and state coordinators of the Teacher Training Institute. This target population is similar in nature to other states in the federation of Nigeria. Proportional sampling technique was adopted to select 200 respondents representing 45% of the population. Questionnaire and a checklist were the instruments used for data collection. The researcher-designed questionnaire titled "Physical Resource Utilization and Teacher Training Institute Questionnaire (PUTTIQ)" was used to elicit information from the respondents on the subject matter. The PUTTIQ was divided into sections.

Section A collected information on the bio-data of the respondents while section B contained relevant questions on physical resource utilization. Internal efficiency of the Teacher Training Institute was specifically used to measure its goal attainment. The questions in the designed research instrument were of the 5-point Likert Scale with: 1 = Strongly disagreed, 2 = Disagreed, 3 = Undecided, 4 = Agreed and 5 = Strongly agreed. In this regard, a checklist was designed to collect information on five years (2010-2014) indices of internal efficiency of the Institute. Test-retest method was used to ascertain the questionnaire reliability.

The instrument was administered on two different groups outside the sample of the study over a two week interval. The Cronbach's alpha coefficient of .72 was obtained indicating that the instrument was reliable. Tables and percentages were used to answer all the research questions raised for the study while Pearson- Product-Moment Correlation statistic was used to test all the hypotheses generated to guide the study. The calculated *p*-values obtained were compared with .05 level of significance to determine acceptance or otherwise of the hypotheses.

RESULTS AND DISCUSSION

Research Question 1: what are the available types of physical resources allocated to the Teacher Training Institute?



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Table 1
Types of Physical Resources Allocated to the Teacher Training Institute

	Resources	Allocated		Not Allocated	
		No	%	No	%
1	Internet facilities	65	44.0	85	57.0
2	library equipment	59	39.0	91	61.0
3	Course modules	103	68.7	47	31.3
4	laboratory equipment	52	34.7	98	65.3
5	Lecture rooms	114	76.0	36	24.0
6	Instructional facilities	113	75.3	37	24.7
7	Offices	43	28.7	107	71.3
8	Furniture	120	80.0	30	20.0
9	Transport facilities	33	22.0	117	78.0
10	Stores	32	21.3	118	78.7
11	ICT centers	88	58.7	62	41.3
12	Interconnectivity	68	45.3	82	54.7

Source: Field work 2015

Table 1 shows the level of physical resources needed by the Teacher Training Institute in Kwara state, Nigeria. From the table, 68.7% of the course modules were allocated, 76.0% of the lecture rooms were well allocated for the course facilitators and 75.3% of the instructional facilities such as white boards, laptops, internet connectivity and computer systems were well allocated. Some 80.0% of the required furniture was adequately allocated for effective teaching-learning processes. The data also showed that 58.7% of Information and Communication Technology (ICT) Centres were allocated to the institutions.

However, the following educational resources were not adequately allocated to the Institute for the teaching learning processes in the study centers. They are internet facilities, library resources, storage facilities, staff offices, transportation facilities and interconnectivity. It is also noted that course facilitators make use of the available resources optimally in order to improve internal efficiency of the Teacher Training Institute.

Research Question 2: Are the resources allocated adequately utilized by the staff and students?

Table 2 below shows the responses for utilization of the resources allocated to Teacher Training Institute.



Table 2
Utilization of the Resources Allocated to Teacher Training Institute

	Resources	Adequate		Not Adequate		Unavailable	
		No	%	No	%	No	%
1	Internet facilities	50	33.3	70	46.7	30	20.0
2	Library equipment	72	48.0	52	34.7	26	17.3
3	Course modules	106	70.7	40	26.7	4	2.7
4	Laboratory equipment	66	44.0	67	44.7	17	11.3
5	Lecture rooms	96	64.0	54	36.0	-	-
6	Instructional facilities	90	60.0	60	40.0	-	-
7	Offices	33	22.0	99	66.0	18	12.0
8	Furniture	106	70.7	44	29.3	-	-
9	Transport facilities	0	-	10	6.7	140	93.3
10	Stores	0	-	-	-	150	100.0
11	ICT centers	91	60.7	49	32.7	10	6.7
12	Interconnectivity	80	53.3	40	26.7	30	20.0

Source: Fieldwork, 2015

Table 2 shows that the following physical resources were adequately allocated and utilized in the Teacher Training Institute. The resources were library equipment, course modules for training, lecture rooms, instructional materials, furniture, ICT and interconnectivity centers. However, resources such as non-teaching staff, laboratory equipment, offices were available but they were not adequately allocated. The respondents also agreed that both transport facilities and stores were not adequately utilized in the Institute.

The result was in line with the opinion of Ogundele (2001) who stated that adequacy and availability of educational resources in any institutions are motivating factors for the teachers who have goodwill to perform their duties. It therefore noted that the course facilitators performed their duties diligently with efficient utilization of the available physical resources. The result is reflected in the high rate of graduation, promotion and progression while there is low wastage and repetition rate in the Institute during the years covered by the study.

Research Question 3: What is the level of internal efficiency of the Teacher Training Institute in Nigeria.

Table 3 gives an indication of the internal efficiency in terms of graduation, drop-out, repetition and wastage of the Teacher Training Institute examined.



Table 3
Level of Internal Efficiency of the Teacher Training Institute

Years	No examined	Graduation		Drop out		Repetition		Wastage	
		No	%	No	%	No	%	No	%
2010/11	2,389	2,217	92.8	106	4.4	66	2.8	172	7.2
2011/12	3,636	3,482	95.8	118	3.3	36	1.0	154	4.2
2012/13	3,042	2,893	95.1	109	3.6	40	1.3	149	4.9
2013/14	3,321	3,166	95.3	105	3.1	50	1.6	155	4.7
2014/15	3,142	3,001	95.5	103	3.3	38	2.2	141	4.5

Source: Field Work, 2015

Table 3 shows that there is high level of internal efficiency at the Teacher Training Institute in Nigeria. The record indicates that in the 2010/11 session the Teacher Training Institute recorded a 92.8% graduation rate. Only 4.4% and 2.8% constituted wastage rate of the Teacher Training Institute while in 2011/12, it had a 95.8% graduation rate and 4.2% was recorded as wastage rate; also in 2012/13, 95.1% constituted graduation rate in the Teacher Training Institute while 4.9% was recorded against the wastage rates experienced at the Teachers Training Institute. Similarly, in the years 2013/14 and 2014/15, the graduation rates were 95.3% and 95.5% respectively. The two years also recorded low student wastage rates. The result therefore, means that there was high rate of internal efficiency in the administration of the Teacher Training Institute in the State. The result was supported by Ogundele and Oparinde (2012) who argued that for enhanced efficiency in Nigerian Distance Education, adequate control mechanisms should be put in place. The suggested control mechanisms are supervision, examination ethics, resources utilization and effective practical approach for the teaching-learning process. It should be noted that the control mechanism put in place by the Teachers Training Institute encouraged high level internal and external efficiency in their program especially in Kwara State, Nigeria.

Research Question 4: What is the respondent's opinion on physical resources utilization on internal efficiency of the Teacher Training Institute?

The following Table 4 displays the respondents' agreement and disagreement regarding physical resources utilization effect on internal efficiency of the Teacher Training Institute

Table 4
Physical Resources Utilization Effect on Internal Efficiency of the Teacher Training Institute

S/N	Statements	Agreed		Disagreed	
		No	%	No	%
1	Availability of the internet facilities aids punctuality and student interest	90	66.7	60	33.3
2	The availability of qualified facilitators aid high graduation rate in the system.	102	68	48	32
3	The low students financial commitment aids patronage rate.	96	64	54	36
4	The availability of instructional facilities encourage high success rate of the product (students)	86	57.3	64	42.7



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5	Availability of enough classrooms reduce wastage rate	97	64.7	53	35.3
6	Integration of e-learning system enhances student academic performance	98	66.7	52	33.3
7	Physical resources availability encourages teachers' attitude to teaching and learning.	110	73.3	40	26.7
8	The level of physical resource utilization encourages students' academic performance.	108	72	52	28

Source: Field Work, 2015

Table 4 shows that the resources availability and utilization aids high level of internal efficiency indicators. From the table, however, 66.6% agreed that the availability and utilization of the internet facilities encouraged the students to be punctual and become interested in their studies. Some 68% of the respondents also agreed that the availability and utilization of human resources to facilities in various courses enhances student's performance and graduation rate, while 64% of also agreed that low financial commitment of the students enhanced students' patronage, 67.3% agreed that integration of e-learning to the Institutes resulted in low stress among the course facilitators. Some 73.3% of the respondents also agreed that there is effective utilization of physical resources to facilitate the teaching and learning process of the Institute. Besides that, 72% of the respondents also agreed that the Institute encourages provision of non-available facilities hence fostering the high graduation rate. Suffice to say that the findings suggest availability and utilization of institutional resources enhance internal efficiency of institutions especially in Kwara State.

Hypotheses Testing

Ho₁: There is no significant relationship between physical resource availability and internal efficiency of the Teacher Training Institute.

Table 5 shows the results for resources allocated and internal efficiency of the Teacher Training Institute

Table 5
Resources Allocated and Internal Efficiency of Teacher Training Institute

Variables	No	X	SD	DF	Calculated p value	Decision
Physical resources availability	200	56.31	63.41	199	.001	Ho ₁
Internal efficiency	200	38.66	78.49			Rejected

Source: Authors' computation, 2015

Table 5 shows that the calculated value of .001 is less than the significant level of .05 at 199 degree of freedom. Hence, the null hypothesis which stated that there is no significant relationship between resource allocation and internal efficiency rate of the Teacher Training Institutes is rejected.



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It means that high positive significant relationship exist between physical resources availability and internal efficiency of Teacher Training Institute. The result indicates that the available resources allocated to the Teacher Training Institute enhance effective teaching of the students by the course facilitators. The effective use of educational resources allocation to the Teacher Training Institute reduce internal and external inefficiencies. The result is supported by Ibitoye (2007) which described the resources allocation to education as an essential tool for effective goal achievement. It indicates that when the resources are available, the teacher will be able to prepare their lessons in line with the available resources; if they are unavailable, teachers will improvise in order to create an effective teaching learning process. However, the Teacher Training Institute make adequate resources allocation to their study centers; such resources are instructional facilities, internet facilities, furniture, course books, laptops, for the course facilitators. All the available physical resources allocated to the center aid internal efficiency as reflected in the high graduation rates.

Ho₂: There is no significant relationship between physical resources utilization and goal achievement of Teacher Training Institute.

Table 6
Physical Resources Utilization and Goal Achievement of Teacher Training Institute

Variables	No.	X	SD	df	Calculated	Decision
Physical resources utilization	200	62.41	16.55			
				199	0.000	HO ₂ rejected
NTI goal achievements	200	38.66	14.36			

Source: Authors' computation, 2015

Table 6 indicates that the calculated p -value of .000 is less than the significant level of .05 at 199 degrees of freedom. Hence, the null hypothesis which stated that there is no significant relationship between physical resources utilization and goal achievement of Teacher Training Institute is rejected. It means that high significant relationship exists between physical resources utilization and the Teacher Training Institute's goal achievement. The result therefore, means that in the Teacher Training Institute, there are adequate buildings, offices, internet facilities, well equipped computer rooms, instructional materials and free downloaded modules which enhance effectiveness of the teaching learning processes. The result is supported by Ayoku (2005) and Ibitoye (2007) which stated that adequate physical resources utilized in any institution, will enhance adequate teaching - learning processes and enhance external efficiency. This will thereby promote goal achievement. Also, the result confirms the position taken by Ogundele and Moronfoye (2013) who stated that infrastructural facilities development variables like buildings, transport, recreation and instructional facilities have significant relationship with the variables of academic goals achievement.

CONCLUSION AND RECOMMENDATIONS

The findings of this study have revealed that effective utilization of the available physical resources assisted in the training of more quality teachers in Nigeria through the Teacher Training Institute. The institute between 2010 - 2014 has graduated above 14, 759 National Certificate of Education (NCE) teachers that could complement the existing ones in Nigeria basic schools.



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The facilities such as offices, internet and laboratories were not adequately utilized in the Teacher Training Institute. Based on the findings and conclusion of the study, the following recommendations were made. The students of Teacher Training Institute should be encouraged to make adequate use of some facilities that are presently underutilized. The government and other stakeholders should provide more physical resources to enhance the internal efficiency of the Institute aimed at goal achievement. Facilitators of the Institute should be motivated by incentives such as soft loan and other allowances that could enhance their teaching and learning activities.

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