

EDUCATIONAL RESOURCES ALLOCATION AND EFFECTIVE DIVERSIFICATION OF NIGERIAN DISTANCE EDUCATION PROGRAMME

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ABSTRACT

The study examined the relationship between educational resources allocation and effective diversification of Nigerian distance education. A descriptive research survey design of correlation type was used for the study. The population of the study consist of centre managers, course facilitators, students representatives, centre desk officers, state Education officers, state Accountants. Stratified random sampling technique was used to select 750 respondents for the study. Four research questions and four research hypotheses were generated for the study. The research instrument used to collect relevant data was "Educational Resources for Nigerian Distance Education Diversification Questionnaire. (ERNDEDQ). Face and content validity of the instrument was assured by the distance education and Resources management experts. Test-retest reliability method was used to ascertain reliability index of 0 .73 using spearman ranking order statistics analysis. All the research questions were answered using mean scores, while research hypotheses were tested using Pearson product moment correlation statistics and tested at.05 significance level. The findings of the study revealed that: high significant relationship exist between financial, human and physical resources and effective diversification of Nigerian distance education towards policy formulation, societal needs and challenges. It was however recommended that stakeholders should ensure that necessary educational resources needed for effective diversification of Nigeria educational system should be adequately allocated to the various educational institutions.

Keywords: Education, Resources Allocation, Diversification, Nigerian Distance Education.

INTRODUCTION

In the recent time, human capital development through education is regarded as pure way to accelerate national development in all sectors of the economy. Ibrahim (2004) noted that human and non-human resources such as staff, financial and materials resources are committed to Nigerian educational system by the three tiers of government. Federal Republic of Nigeria (2009) also acknowledged education as a veritable instrument for social, economic, political and cultural development and as a way of enhancing progressive society. It should however be noted that everyone has right to education because education is one of the social responsibilities which everybody should enjoy as a country member. Ogundele (2008) stated that mass illiteracy has baneful effects on the development of any nation. The author said that any countries that fail to educate her citizen such country may not be ranked high among other developed nations of the world.

The federal and state governments have invested huge resources in setting up educational institutions from primary through the tertiary levels of the educational system for this purpose. The development, maintenance and operation of these institutions of learning are important aspects of public school management in the country. The extent to which this important function is effectively performed determines the attainment of National educational goals and aspirations for the young ones (Takaya & Oke, 2011). Effective and efficient management of institutions of learning in the country is a challenge to educational planners, administrators, teachers and other stakeholders.

In order to give equal educational opportunities to all and sundry, the federal republic of Nigeria established institutions for distance education programme such as National Teachers institute. With the headquarters at Kaduna, in 1978 and National Open University with National headquarters at Lagos, various conventional institutions also established various programmes to educate Nigerians through sandwich,

correspondence, part-time, e-learning etc. The opportunities provided by the Nigerian distance education had helped to absorb a larger population into the educational system.

Etejere and Ogundele (2008) defined distance education as the type of education given to the citizens which separates the teachers and students in terms of space, physical facilities, time and other instructional facilities, due to the facts that many Nigerians are educated and had acquired series of certificates through the Nigerian educational system,

It should however be noted that for effective diversification of any educational programme including distance education system, there is the need for allocation of necessary educational resources for effective implementation of the diversification of the programme. According to Oke (2011), resources in education include human beings – teacher, non-teacher, school head, pupils; physical things – classrooms, furniture, laboratories/workshop, sports field and other instructional materials like books, TV, computers, and time. These interact together to enhance teaching, learning, and growth.

Ogundele (2001) defined educational resources as both human and material inputs which can be renewable or non-renewable materials that are expended on the production of an educated man, the author however noted that when resources are pulled together in the educational system it will aid effective goal achievement. Durojaiye (2004) and Afolabi (2005) also described educational resources as both physical and human inputs that are devoted to education in order to enhance effective teaching-learning processes in the school system.

Moddiso (2004) reiterates that the Nigerian distance education system accounted for millions of students in their programme. For instance, the Nigerian distance education runs under three categories of former institutions which include full distance educational programme without any conventional institution. Examples of this type of distance learning institution are the National Teacher Institute with headquarter at Kaduna and the National Open University which has its headquarter at Lagos. Secondly, there are dual models of Nigerian distance educational institutions that embed distance education curriculum into their institutional programmes; examples are those universities, colleges of education, and those that run sandwich courses, part-times and refresher courses and other non-government funded programmes. The third distance education category is self-centred distance education that did not use any institution for their programme, examples of such centres are Institute of Entrepreneurship Education, International Vocational Centers, extra-mural lessons and other forms of internet and correspondence courses.

Also in Nigeria, the National Teachers' Institutes accommodate students for pivotal Teachers; Grade II Teacher Certificates, Advanced Diploma in Education, Nigeria Certificate in Education (NCE) Bachelor's Degree in Education (B. Ed) Postgraduate Diploma in Education (PGDE). All the programmes were affiliated to Nigerian conventional universities. There are 76 study centres for (PGDE) and (B. Ed), and 225 NCE centres. The National Open University accommodates students for all courses run by the conventional institutions not under a full distance learning system. There are 48 study centres in Nigeria, while 86 universities run dual programmes. It is important therefore to find ways of diversifying distance learning programme, policy and curriculum towards the needs and aspiration of the society. Effective diversification cannot be achieved without adequate educational resources; the rationale for this study is to investigate the relationship between educational resource allocation and effective diversification of Nigerian distance education programme.

STATEMENT OF PROBLEM

Since educational resources are vital ingredients for a successful implementation of national policy and educational transformation including that of Nigerian distance education, Jegede (2011) stressed the need for effective allocation and utilization of resources for enhancing Nigerian distance education standard. A personal observation of the distance education programme revealed that resources both human and material are not adequate, and that personnel for the programmes are not motivated in the job due to insufficient provision and poor management of funds for the programme. This has made the quality of the product low compared to the conventional institutions. Yet Nigerians are confronted with series of local problems like insecurity, unemployment, political thugry, armed robbery, massacre killings, kidnapping, homosexuality, forgery, frauds, mistrust etc. All these problems however called for the diversification of the systems of education provided in the country. Therefore, the thrust of this study is to examine the quality of educational resources, the utilization, adequacy and their contributions towards effective diversification of Nigerian distance education to the actualization of the desired goals of educational system.

PURPOSE OF THE STUDY

This study aimed at investigating the relationship between educational resource allocation and diversification of Nigerian distance education. Specifically the study

- Examines the available resources allocated for Nigerian distance education.
- Finds out the extent to which the allocated resources are used by the Nigerian distance education programme.

- Investigates the areas of diversification in Nigerian distance education programme.
- Examines the associated problems militating against effective Nigerian distance education programme diversification.

RESEARCH QUESTIONS

The following research questions were asked to guide the study.

RQ1: What are the sources of educational resources allocated to Nigerian distance educational programme?

RQ2: What are the areas of programme diversification for Nigerian distance education?

RQ3: What are the problems militating against effective diversification of distance education program in Nigeria?

RQ4: To what extent are the educational resources adequately provided for diversification?

RESEARCH HYPOTHESES

The following research hypotheses were formulated to guide the study and tested at 0.05 level of significance

HO₁: There is no significant relationship between educational resources allocation and diversification of Nigerian distance education

HO₂: There is no significant relationship between financial resource allocation and effective diversification of Nigerian distance education programme.

HO₃: There is no significant relationship between human resources allocation and effective diversification of Nigerian distance education programme.

HO₄: There is no significant relationship between physical resource allocation and effective diversification of Nigerian distance education programme.

METHODOLOGY

This study is a descriptive survey of a correlational type. The study is a correlation at survey because it investigates the relationship between educational resource allocation and diversification of Nigerian distance education programmes. The independent variable is educational resource allocation while the dependent variable is the distance education programme. The scope of the study covered resources allocation as they influence effective diversification of Nigerian distance education policies, programmes and curriculum.

The study covered all the institutions that run mainly distance education programmes in Nigerian like National Open University of Nigerian (NOUN) and National Teachers Institute. There are 334 study centers for both the NTI and NOUN out of which (35.8%) was selected using stratified random sampling technique. There are total population of 3560 respondents out of which also, purposive random sampling technique was used to select 750 respondents which comprised of state coordinators, centre desk officers, state educational officers, centre managers, class representative, state accountants and course facilitators. These respondents are to respond to the research instruments distributed.

The instruments used for data collection are researcher's self-designed instrument tagged Educational Resource Allocation Questionnaire (ERAQ) and Distance Education Diversification Questionnaire (DEDQ). Both the instruments are used to collect relevant information relating to educational resources (physical, financial and human resources) and the areas of diversification of Nigerian Distance Education Programmes. The instrument were subjected to the content and face validation by the experts from Nigerian distance education and educational management. Split – half reliability method was used to determine the reliability coefficient of the instrument. The result of the test was analyzed using spearman Ranking order statistics at .05 significant level. The reliability indices of .76 and .65 obtained for ERAQ and DEDQ respectively show that the instruments are reliable for use.

Also the data collected for the study were subjected to the statistical packages for the social sciences (SPSS) of the computer centre. All the research hypotheses were tested using Pearson product moment correlation statistics at .05 level of significance.

Research Question 1: What are the sources of educational resources allocated for effective diversification of Nigerian distance education programme?

Table 1: Educational resources allocated for effective diversification of Nigerian distance education programme

| S/No | Statement | Agreed | | Disagreed | |
|------|--|--------|------|-----------|------|
| | | No | % | No | % |
| 1 | The entire distance education programmes are adequately funded by the government, students and non-governmental agencies (NGO). | 430 | 57.3 | 320 | 42.7 |
| 2 | The available human resources like teachers are employed based on the minimum qualification of master degree certificate. | 510 | 68 | 240 | 32 |
| 3 | No student with less than five credits including English language and mathematics are admitted for distance education programme. | 500 | 66.7 | 230 | 33.3 |
| 4 | All the distance education centres are effectively allocated with instructional facilities for teaching-learning processes. | 560 | 74.7 | 210 | 25.3 |
| 5 | Allocations for the Nigerian distance education programme are sourced from the students and Non-governmental agencies | 453 | 60.4 | 397 | 39.8 |
| 6 | The educational resources used for the distance education programme are provided by the students in the institution | 600 | 80 | 150 | 20 |
| 7 | International organization assist the distance education in the area of their resources need | 560 | 74.7 | 190 | 25.3 |

Table 1 shows that the educational resources for effective diversification of Nigerian distance education are sourced through governmental and non-governmental efforts on funding and donations, also qualified human resources like high qualified lecturers, students with good credits at O-level certificates in the Nigerian distance education are provided with good and quality instructions facilities which aid effective diversification of Nigerian distance education programme. The respondents also agreed that most of the educational resources like computers, accessories visual and audio aids are provided by the students and most of the materials are improvised. Also huge amount of physical, financial and human resources are adequately provided by the international agencies like UNESCO, UNDP, World Bank to aid effective diversification.

RQ2: What are the areas of programme diversification in Nigeria distance education?

Table 2: Areas of programme diversification in Nigerian distance education.

| S/No | Statement | Agreed | | Disagreed | |
|------|---|--------|------|-----------|------|
| | | No | % | No | % |
| 1 | The training of teachers are diversified to skills acquisition | 436 | 58.1 | 264 | 41.9 |
| 2 | The lecturers method of teaching are diversified into the use of e-learning | 454 | 60.5 | 296 | 39.5 |
| 3 | Teaching-learning processes are diversified towards practical oriented approach | 502 | 66.9 | 248 | 33.1 |
| 4 | All the distance education programme are diversified into the needs and aspiration of the nation | 555 | 74.0 | 195 | 26.0 |
| 5 | Nigerian distance education program curriculum are redesigned towards the needs of Nigerian | 500 | 66.7 | 250 | 33.3 |
| 6 | The programmes are diversified towards effective record keeping system in the schools | 483 | 64.4 | 267 | 35.6 |
| 7 | The allocated financial resources are diversified towards production of other resources where funds can be raised | 556 | 74.1 | 194 | 25.9 |

Table 3 reveals that the areas of Nigeria distance education programme diversification are skills acquisition, that the use of electronic media like computer, i-pad, laptop, computer board and distance education radio had made the diversification of the programme to e-learning, e-recording, e-payment and e-experiment to be very easy. Effective record keeping are enhanced with the use of computer, laptops and multimedia accessories, the available resources made the keeping of records easy and safe in the school system, also, the training and re-training of the Nigerian distance education staff encourage high provision of large number of qualified human resources that aid effective diversification of the programme. Also, the financial resources also aid effective diversification of Nigerian distance education programme through effective expenditure pattern.

RQ3: What are the problems militating against effective diversification of distance education program in Nigeria?

Table 3: Problems militating against effective diversification of Nigerian distance education programme

| S/No | Statement | Agreed | | Disagreed | |
|------|--|--------|------|-----------|------|
| | | No | % | No | % |
| 1 | Newness of Nigerian distance education | 470 | 62.7 | 280 | 37.3 |
| 2 | Financial mismanagement and misappropriation | 560 | 74.7 | 190 | 25.3 |
| 3 | Poor infrastructural facilities constitute problem | 520 | 69.3 | 230 | 30.7 |
| 4 | Inadequate public recognition to the certificate awarded | 422 | 56.3 | 328 | 43.7 |
| 5 | Low parental patronage on the programme of Nigerian distance education | 500 | 66.7 | 250 | 33.3 |
| 6 | High and inflated cost of distance education program | 502 | 66.9 | 298 | 33.1 |

Table 4 also answered the questions relating to the problems militating against effective diversification of Nigerian distance education programme, prominent among which are the newness of the programme in the country that the country are just recognizing the important of the distance educational system. The financial allocated are not adequately managed they are mismanaged and misappropriated, that the institution are still making use of conventional institutions as their study centres, the problem of rivalry occur. The certificate issued by Nigerian distance education are not highly respected at the labour markets and low parental patronage to the programme do occur finally, poverty, inflationary trends affect the resource allocation and provision for effective diversifications of Nigerian distance education programme.

Research Question 4: To what extent are the resources needed for effective diversifications adequately provided?

Table 4: Respondents opinion on the adequacy of the resources provided for effective diversification in Nigeria Distance Education

| S/No | Statement | Agreed | | Disagreed | |
|------|--|--------|------|-----------|------|
| | | No | % | No | % |
| 1 | Time resources provided are adequate | 483 | 64.4 | 267 | 35.6 |
| 2 | Adequate funds are allocated for the programme | 470 | 62.7 | 280 | 37.3 |
| 3 | There are large number of human resources and they are adequately managed | 496 | 66.1 | 254 | 33.9 |
| 4 | The instructional facilities are adequately provided for the study centres | 406 | 54.1 | 344 | 45.9 |
| 5 | The complementary efforts of the government, non-governmental efforts aid adequacy of the resources provided | 444 | 53.9 | 346 | 46.1 |

Table 5 revealed that the allocated resources for the Nigerian distance education programme diversification are adequate. The respondents however agreed that the following resources provided: time, infrastructural facilities, funds and high level manpower are adequately provided and that the complementary efforts of government, non-governmental agencies, international agencies and students in the area of resource provision made the available resources to be adequate. The issue of inability of the Nigeria distance education not to be able to diversify her programme to the needs is not tenable for the individual that have good will for the diversification of Nigeria distance education programme towards the needs and aspiration.

Hypotheses Testing

HO₁: There is no significant relationship between educational resources allocation and diversification of Nigerian distance education.

Table 6. Educational resources allocation and diversification of Nigerian distance Education

| Variables | No | \bar{x} | Sd | Df | Calculate d r-value | Critical r-value | Decision |
|--|-----|-----------|-------|------|---------------------|------------------|-----------------------------|
| Resource allocation. | 750 | 63.21 | 70.33 | 1499 | .64 | .196 | HO ₁ Rejected |
| Diversification of distance education. | 750 | 44.88 | 37.66 | | | | |

Table 6 Shows that the calculated r-value of .64 is greater than the critical r-value of .196 at the degree of freedom of 1499 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between resources allocation and areas of diversification was however rejected. The result means that the available resources allocated to Nigerian distance education are adequate to enhance effective diversification to different areas of interest. The result was supported by the findings of Dare (2013)

which opined that there is quality control and assurance in Nigerian distance because the allocated physical human and financial resources are adequate which aid her effective diversification.

HO₂: There is no significant relationship between financial resources allocation and effective diversification of Nigerian distance education.

Table 7: Financial resources allocation and effective diversify of Nigerian distance education.

| Variables | No | x | Sd | Df | Calculated r-value | Critical r-value | Decision |
|---------------------------------------|-----|-------|-------|-----|--------------------|------------------|--------------------------|
| Financial recourse | 750 | 43.62 | 24.24 | 749 | .67 | .196 | HO ₂ rejected |
| Diversification of distance Education | 750 | 44.88 | 37.66 | | | | |

Table 7 indicates that the calculated r-value of .67 is greater than the critical r-value of .196 at the degree of freedom of 1499 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between financial allocation and diversification of Nigerian distance education was however rejected. The result showed that high significant relationship exists between financial resources and any kind of diversification that exist in Nigerian distance education system. The result was in line with the opinion of Agboola (2007) which revealed that the federal government took up financial responsibilities on the operations of Nigerian distance education.

HO₃: There is no significant relationship between human resources allocation and effective diversification of Nigerian distance education.

Table 8: Human resources allocation and diversification of Nigerian distance education.

| Variables | No | x | Sd | Df | Calculated r-value | Critical r-value | Decision |
|---------------------------------------|-----|-------|-------|-----|--------------------|------------------|--------------------------|
| Human resources | 750 | 36.24 | 18.73 | 749 | .62 | .196 | HO ₃ Rejected |
| Diversification of distance Education | 750 | 44.88 | 37.66 | | | | |

Table 8 shows that the calculated r-value of .62 is greater than the critical r-value of .196 at the degree of freedom of .749 and at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between human resources allocation and diversification of Nigerian distance education is however rejected, it indicates that Nigerian distance education is endowed with many qualified facilitators and all the coordinators ensured that well qualified individuals are employed to lecture. The minimum qualification to lecture under Nigerian distance education is Masters Degree in education. The result was supported by Okoli (2013), Ogundele and Oduwaye (2012) and National Teacher institute (2010) that no matter the level of qualification of an individual, there are still areas of discrepancies that need to be upgraded. However, the federal republic of Nigeria (2009) called for the training and retraining and upgrading of the teachers at various levels of Nigerian educational system. The availability of the effective human resources aids policy implementation of curriculum and program diversifications in distance education.

HO₄: There is no significant relationship between physical resources allocation and effective diversification of Nigerian distance education.

Table 9: Physical resource allocation and effective diversification of Nigerian Distance Education

| Variables | No | x | Sd | Df | Calculated r-value | Critical r-value | Decision |
|---------------------------------------|-----|-------|-------|-----|--------------------|------------------|--------------------------|
| Physical resources allocation | 750 | 66.34 | 18.73 | 749 | .58 | .196 | HO ₄ Rejected |
| Diversification of distance education | 750 | 44.88 | 37.66 | | | | |

Table 9 shows that the calculated r-value of .58 is greater than the critical r-value of .196 at the degree of freedom of 749 and tested at .05 significance level hence the null hypothesis which stated that there is no significant relationship between physical resources allocation and diversification of Nigerian distance education

is however rejected, it means that the allocated physical facilities like; school structures, lecture rooms, internet facilities, instructional facilities etc. aid effective programme, curriculum and policy implementation in Nigerian distance education. The result was supported by Oyesola (2000) Ayoku (2005) Ibitoye (2008), Oyedeji (2013) and Oke (2016) which stated that the quality of available physical structures and semi-structure determine the quality of the product in Nigerian educational system. However, Nigerian distance education makes use of the structures that are provided by the Nigerian conventional institutions. The federal Republic of Nigeria provided all the necessary physical resources that aid the operation of Nigerian distance education system.

CONCLUSION AND RECOMMENDATIONS

Based on the analysis, the study revealed that the available resources in Nigerian Distance education programme are the complemented efforts of the students, stakeholders, coordinators, parents, government and non-governmental agencies. The physical, human and financial resources provided for the administration of Nigerian distance education aid effective programmes curriculum and policy diversification towards societal needs and thereby enhancing quality control and assurance of the educational system.

Based on the findings the following recommendations are made:

Establishment of centre for Nigerian distance education program: The Federal Republic of Nigeria should approve the establishment of centre for Nigerian distance education and furnish the centres with adequate physical resources like buildings, library, laboratories and sporting equipment, transportation and instructional facilities. The availability of these will aid effective diversification of Nigerian distance Education to any changes and challenges in the society.

More funds should be sourced and utilized for diversification of Nigerian distance education: Adequate funds should be sourced and utilized effectively for the areas of diversification needed. Financing of Nigerian distance Education programs should be the responsibilities of all well-meaning Nigerian. Funds should be sourced from the government, non-governmental agencies, tuition fees, projects, teachings practices, examination fees from the students, philanthropists, stake holders and sales of services etc. these funds can be used to provide resources needed for effective diversification of the Nigerian distance Education programmes

Also, the societal needs and challenges should be the focus of any educational system: A societal based diversification will aid quality assurance of the education. However diversification should always focus on the major challenges in the society such as security, cultism, kidnapping Ritualism killings and insurgencies. Nigerian distance education programme should be diverted towards the bid to eradicate all social vices in the society.

Nigerian distance education staff should be given adequate training: Training, retraining and capacity building should be for all lecturers of Nigerian distance education program, in order to meet up with the challenges in the society and be trained in different pedagogical approaches. By this any training received through conferences, workshops, seminars, refresher course, in service trainings will surely aid effective diversification of the system in Nigeria.

Staff jobs satisfactions and morale should be enhanced: Finally staff jobs satisfactions should be enhanced through motivation, compensations, training prospects and capacity buildings incentives, good salaries and emoluments. All these will enhance teachers' morale and be able to put in their best towards effective diversification of Nigerian distance education to any needed area.

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