



## **Resource Management and Staff Productivity in Nigeria: Focus on Tertiary Institutions of Learning**

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### ***Abstract***

*Tertiary education remains formidable source of manpower development in every society, Nigeria inclusive. Report from literatures on the subject matter shows that success breakthrough recorded in technology, economy, social, political and other human endeavours are linked with productive tertiary education. In this wise, for Nigerian tertiary institutions of learning to meet its laudable responsibility, there must be adequate provision of resources and proper management of the available ones. Unfortunately, there is no tertiary institution with sufficient resources, therefore there is every need to judiciously manage the available ones so as to improve staff productivity and ensure attainment of objectives of tertiary education. Drawing on the system analysis cycle, the paper describes school resources as inputs unit which requires effective management at the conversion segment that leads to desirable output that is, high productivity. The paper fervently calls for keen interest of school management in resource management so as to transform staff productivity in our tertiary institutions of learning. Being an essential part of school management, the paper conceives resource management from provision of resource, proper allocation, judicious utilization and absolute maintenance of school resources for optimum productivity. It was concluded that school resources directly or indirectly influence on the school programmes depending on its management. This is because it is capable of enhancing staff knowledge,*

*and skills as well as productivity. Among others, it was recommended that school management should pay attention to staff training and development, which is the cornerstone of human resource management; and that experienced and qualified manpower resources should be prioritized for smooth implementation of tertiary institution programmes.*

**Keywords:** *Tertiary education, human resources, financial resources, material resources, time resources, staff productivity.*

## **Introduction**

From the time immemorial, education in general and tertiary education in particular has served as a source of manpower and factory for human development. In fact, success breakthrough recorded in technology, economy, social, political and other human endeavours are not unconnected with the quality of tertiary education. Suffice it to say there is a significant correlation between tertiary education and human development and by extension societal development. In this wise, for tertiary institution of learning to meet its laudable responsibility, there must be adequate provision of resources and proper management of the available ones. For Anuolu (2014), issues surrounding resource management pose numerous challenges to the school managers thereby affecting realization of objectives of tertiary institutions of learning. In other words, improper

resource management leads to inefficient and ineffective deployment of school resources with spiral negative effects on school achievements.

The assertion above explains why resource management is the pivotal point of managerial activities in the school system cutting across financial, human, physical and material resources. Little wonder Adam (2017) averred that resource management cuts across managerial programmes of the school, which may include but not limited to provision and utilization of movable and immovable materials used for teaching, learning and extracurricular activities. Moreover, school resources are synonymous with school physical facilities, school material resources, school plant and school facilities. For Olagboye (2014), school resources are instructional materials such as audio and visual aids, graphics, printed

materials, display materials and consumable materials. They also include physical resources such as land, building, furniture, equipment, machinery, vehicles, electricity and water supply infrastructure, which proper management cannot be over-emphasized. Little wonder, Adeoye (2014) construed resource management as the prudent utilization and maintenance of the human, material, financial and other available scarce resources for the optimum achievement of a set of educational goals. By implication, management of educational resources is said to be effective if the intended result is achieved from effective utilization of the resources. In support of this, Adetoro (2009) argued that resource management involves planning, leading, directing, and coordinating resources available to education. Simply put, the basic functions of management such as planning, directing, organizing and controlling are necessary ingredients for effective management.

The assertion above shows that resource management is an integrated approach to operating, maintaining, improving and adapting the building and infrastructure of an organization in order to create an environment that strongly supports the primary objectives of that organization (Brooks, 2011). Resource management may also involve the development, coordination and control of the non-core specialist services necessary for an institution of learning to successfully achieve its principal objective (American Library of Congress 1989 in Barrett 2013). This description incorporates the element of development as part of the functions of resource management, highlighting that it is part of a constantly changing environment in the core activities of an institution. It further suggests that resource management provides a supporting management function to the core business of an institution; concentrates on the area of interface between physical workplace and people; and requires a multi-skill approach to integrate people, place, process and technology in executing its support functions. The function could be as complex as strategic planning to a menial as cleaning services and a range of services in between.

However, tertiary institutions are collection of higher institutions of learning that may include Universities, Polytechnic, Monotechnic, Colleges of Education, among others. Hence, tertiary institution is a place where human

minds are refined, trained and knowledge developments are facilitated. In fact, it is a community of scholars and researchers who are keen to improving the quality of existing knowledge or recreating as well as reinterpreting existing social, cultural, economic, scientific or technological findings. To this end, tertiary institution is a formal organization which relies on its employees who work to stir-up the activities/affairs of the organization in order to achieve its objectives and improve organizational performance. These employees are regarded as most important and tangible assets of an institution (Onyeizugbe & Orogbu, 2015). It is a common knowledge that no institution of learning can grow beyond the quality of human resources that constitute the teaching and non-teaching staff. This is because productivity lies within the employees' ability and commitment as well as initiatives to improve the sustainability of the organization, which are often ratified by management (Markos & Sandhya, 2012).

Furthermore, in education institution, material resources constitute essential inputs, which create favourable learning environment, facilitate interaction and enhance organizational performance (Genesis, 2017). In essence, the school programmes would not be meaningful and achievable if required facilities are not provided in adequate quality and quantity at appropriate times through school managerial finesse (Uko & Ayuk, 2014). Ibrahim (2013) conceived material resources as physical facilities meant to facilitate effective teaching and learning purposes. These materials are to be contacted by the planners and the management team who deliberate on their maintenance procedures since they are used on daily basis for smooth running and delivery of instructional activities in the school. Hence, management of such material resources ease teaching activities of the teacher and boost learning pace of the students. Though procurement and maintenance of school facilities depend largely on the financial strength of the school system.

In other words, financial resource is the bedrock of all the resources for purchasing and maintaining other related resources like physical/material resources and human resources. Simply put, financial resource has to be well-managed for effective day-to-day running activities of the school including

purchase, maintenance and replacement of materials for utmost usage. Little wonder, Akinwunmi (2016) was right to have observed that insufficient budgetary allocation to education sector in Nigeria, requires managerial skills of school administrator to achieve the intended objectives. Hence, staff job performance and students' academic performance are both affected by the financial strengths of the institution. Every school administrator must not fail to make good use of little finance available at their disposals for better achievement of educational goals and objectives.

In the same vein, time factor constitutes a great resource for school administrators as school activities and or programmes are based on academic calendar. The fact that time lost is irretrievable makes time the greatest enemy of managers of institutions of learning. Akomolafe (2015) sees time management as the ability to produce and follow a schedule, meet deadline, prioritize activities and minimize distractions and unimportant tasks. It includes managing time wisely so that tasks and projects can be done effectively and efficiently. This shows that time management skills are essential for effective management of the school programme. Prochaska-Cue, Preston and Mahar (2017) also opined that time management skills require four basic steps: decide what you want to accomplish; determine activities to reach each goal; make a daily "to do" list; and set one's priorities on daily basis. Therefore, if teaching facilities are not provided timely, definitely staff dedication and performance will become peril. To this end, there is positive correlation between time management and staff performance as well as achievement of organizational goals. However, the extent at which resource management influences on staff productivity especially in tertiary institutions of learning must be documented. Hence, this reviewed paper examines point of intersection between resource management and staff productivity in tertiary institutions of learning in Nigeria.

### **Working Theory**

This review paper is hinged on systems analysis cycle developed by Lehinmann (1967). The theory describes the education system with its objectives, input, conversion process, staff productivity, output processes and feedback. The

analytical framework defined as a “Mathematical model” highlights the relationship between these stages. This relationship is expressed in the fig i below:

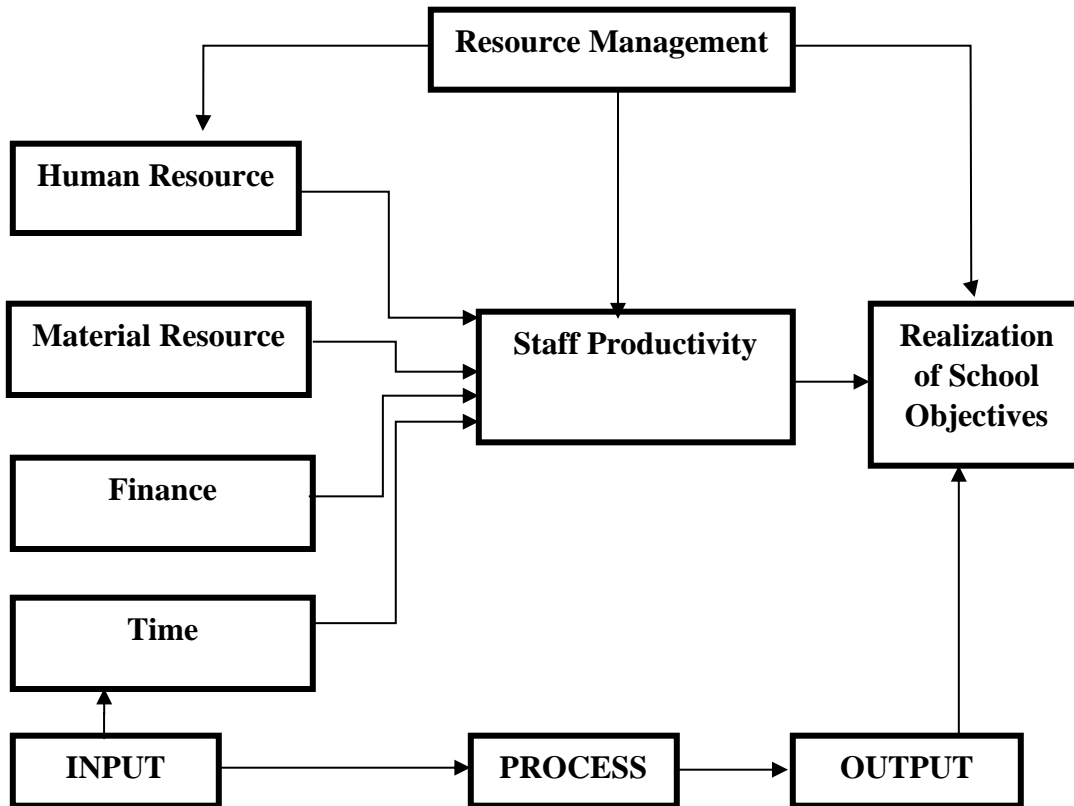


Fig. 1: System's Analysis Cycle

## PROCESS

### The Input, the Process, Productivity and the Output

The system focuses on the staff productivity on the basis of school resource management. However, the cycle is also concerned with the objectives by harnessing the inputs of the system through the process so as to produce expected output. The evaluation of staff productivity in context of tertiary institution of learning will generate information in form of feedbacks. For the objectives to be achieved, the system emphasizes that resource management must cut across human, material, finance and time management. For example, the management of human resource starts from engagement or recruitment of adequate qualified staff, allocation of sufficient materials and provision of required time/periods and usage of pool of experience by the staff. This is based

on the feelings that staff wealth of experience, training and development are germane to their productivity and realization of the objectives of tertiary institution of learning.

The output now is the staff's productivity which is the determinant of actualization of the objectives of the programme. Thus, high productivity ensures attainment of objectives while low productivity undermines the objectives of the programme. Of course, staff's productivity could be used as a tool for measuring standard of the school or programme. In fact, availability and utilization of school resources are key ingredients in rating tertiary institution of learning; whereas its effective management help to realize the objectives of the programme as enshrined in National Policy on Education. The emphasis here is that the administrator is to create and operate a productive system that must use the resources at his disposal to achieve, as fully as possible, the goals of the system. The system analysis cycle according to Ehinola (2008) can also be represented in a linear form thus:

Fig. 2: Linear Form of System Analysis Cycle



### **The System Analysis Cycle Representation**

Generally, the human resources (academic and non-academic staff), the material resources (classrooms, laboratories, administrative block and so on), fund and other resources are transformed through the system to yield productivity. The objective of tertiary education is to ensure that competent manpower are produced for all sectors of our society which will contribute to national development. For the objectives to be achieved, the available resources ought to be properly managed:

- i. Material resources;
- ii. Financial resources;
- iii. Human resources; and
- iv. Time resource (Ehinola, 2008:94).

### **Conceptual Analysis: Resource Management**

Organizational resources could be described as human and material facilities that are utilized for achieving organizational objectives. That is, resources are

basic components needed to carry out a designed programme either in a formal or non-formal organization. Being a formal organization, school resources may include human, material, finance and time. In fact, resource management in the school system involves different aspects such as personnel management, student records, infrastructure, financial records and general administration. Simply put, it covers both movable and immovable materials, which are used for teaching, learning and other school activities. In other words, school resources are synonymous with school physical facilities, school material resources, school plant and school facilities (Abdulkareem & Fasasi, 2014). For Olagboye (2014), school resources include instructional resources such as audio and visual aids, graphics, printed materials, display materials and consumable materials. They also include physical resources such as land, building, furniture, equipment, machinery, vehicles, electricity and water supply infrastructure. Thus effective resource management must include all resources located within and outside the school premises in order to put them in good conditions for top functionality.

To this end, management of resources is very vital to achievement of education objectives. Firstly application of appropriate management techniques would assist in taking care of all available facilities. In other words, facilities which might have suffered neglect as a result of carelessness, ignorance, and lack of commitment would receive attention from school management. Also, school resources which are well managed are likely to be durable. This will save the lost of replacement within a short period of procurement. In addition, there would be safety from danger, disaster and theft when resources are well managed, certain facilities, especially the ones in the laboratories, are delicate, dangerous, expensive and explosive. They need to be well managed in order to avoid the danger which would arise from their usage. Also, disasters such as flood and fire could be avoided if there is proper planning for safety precautions. In the context of this paper review, school resources require maintenance from the school management either for utilization or improvement purpose. According to Abdulkareem and Fasasi (2014), resource management involves; utilization, maintenance and improvement.

1. **Utilization of School Resources:** Adebeyeje (2010) stated that utilization is the degree or extent to which an item has been put into effective use. For this author, various degrees of utilization include non-utilization, under-utilization, maximum utilization, optimum utilization



and overutilization may affect the resources. Non-utilization occurs when a facility is not put into use at all. When a facility is not used in its full capacity, under-utilization occurs. There is over-utilization when a facility is used more than its capacity. These degrees of utilization constitute waste of resources and are counter-productive. On the other hand maximum utilization occurs when facilities are put into effective usage in line with primary objectives. Optimum utilization occurs when facilities are used for many purposes by the school and members of the community; resources put into maximum and optimum usage are not wasted. They are likely to enhance achievement of education objectives.

2. **Maintenance of School Resources:** Resources tend to depreciate as soon as they are provided and put into use. Therefore, there is need for maintenance through repair and servicing of components in order to restore their physical condition and sustain their working capacity. Maintenance enhances performance and durability. It also prevents wastages. There are preventive, corrective, breakdown and shutdown maintenance services (see Adeboyeje, 2010). Preventive maintenance occurs regularly by checking and rechecking the available facilities and taking necessary measures to prevent mal-functioning or non-functioning of a particular facility. Prevention is not only better, it is also cheaper than any other measure- it is proactive in nature. Corrective maintenance involves reactivation or replacement of facilities in order to normalize their performances. When a facility or equipment breaks down completely, a major repair or replacement may be needed. There may be a time when the institution may need to close down in order to allow a major repair to be carried out. Flood, fire or wind disaster may warrant closure of an institution for a major repair to be effected.
3. **Improvement of School Resources:** Apart from depreciation, facilities tend to be outdated as a result of changing needs of the society which necessitate a change in school curriculum. In this regard, facilities will need to be improved for different periods. Improvement of facilities implies alteration or modification of facilities to suit a new demand, new situation or new programme. Thus changes in the school programme may lead to improvement on the existing facility in terms of modification or replacement.

### **Staff Productivity**

The term ‘Staff Productivity’ is used to depict ‘Staff Performance’ which may be high, moderate or low. Though staff productivity depends on various factors but the most important factor is training which naturally enhances the staff capabilities and translate to higher productivity (Raja, Furqan & Khan, 2011). Also, Staff who have more on the job experience tends to perform better because there is an increase in both skills and competencies resulting from more on the job experience (Fakhar & Khan, 2013). That is, staff experience, training and retraining targeted at staff development are essential ingredients in enhancing staff productivity. Perhaps this explains why Wright (2014) averred that organizational performance can only be improved through staff performance, which is dependent on series training programmes to enhance staff skills and acquire updated knowledge for the purpose of competency. Needless to say staff productivity can swing asymmetric depending on the level of training and development injected into workers.

However, there are psychological factors (e.g., job satisfaction) associated with staff productivity. Obi-Anike (2014) observed that staff productivity may be hinged on staff attitude and behaviours in response to the approach and skills of the management. In fact, studies have shown that staff tend to put in their best, work effectively and efficiently if the work environment is conducive and managerial approach is flexible enough to address psychological state of their workers. Therefore, human resource management requires that staff skill be enhanced for better productivity as well as better position in organization. Despite the importance of training and staff development towards staff productivity, training programmes are not sufficiently supported by tertiary institutions of learning in Nigeria (Obi-Anike, 2014). In other words, staff productivity is grossly affected in tertiary institutions of learning by lack of staff training and development. That is, beyond the challenges of inadequate manpower, periodic training of staff has bedeviled the standard of teaching and learning in tertiary institutions of learning in Nigeria, the condition that responsible for low staff productivity.

### **Tertiary Institution**

Tertiary education is offered at various higher institutions of learning in Nigeria including Universities, Polytechnics, Monotechnics, Colleges of Education, as well as other certified institutions that offer higher education programme. The

programmes of tertiary institutions in Nigeria are regulated by three agencies under the Ministry of Education, namely; National Universities Commission (NUC), National Board for Technical Education (NBTE), and National Commission for Colleges of Education (NCCE) and these agencies are saddled with the responsibilities of ensuring quality assurance of academic programmes and providing framework for ranking the productivity of tertiary institutions against set criteria. Simply put, higher education embraces all organized learning activities at the tertiary level.

In support of this, the Federal Republic of Nigeria (2013) conceived higher education as the education given after secondary education in universities, colleges of education, polytechnics and monotechnics including those institutions offering correspondence courses. Perhaps, Audu, Lukman and Nfor (2014) were right to have observed that higher education is essential for social and economic development of individuals and Nigeria state as whole. It is on this basis, National Policy on Education highlighted the goals of higher education as to;

- i. Contribute to national development through advanced significant manpower training;
- ii. Cultivate and instill proper values for the survival of the individual and the society;
- iii. Develop the intellectual proficiency of learners to comprehend and become responsive to their environments (local and external);
- iv. Ensure both technical and academic skills that could aid learners to be resourceful and beneficial members of the society;
- v. Promote and encourage scholarship and community services;
- vi. Forge and solidify national unity; and,
- vii. Promote national and international understanding and interaction (FRN, 2013).

In order to achieve the goals of higher education, the mandate was bestowed on the academic community in general and academic staff in particular. No wonder, NPE stated emphatically that higher institutions of learning shall pursue the goals through:

- Teaching;
- Research and development;
- Virile staff development programmes;

- Generation and dissemination of knowledge;
- Maintenance of minimum educational standards through appropriate agencies;
- Dedicated services to the community through extra-mural and extension services; and
- Inter-institutional co-operation (FRN, 2013).

### **Nexus between Resource Management and Staff Productivity in Tertiary Institutions**

At this juncture, it must be emphasized that resource management is germane to staff productivity in every institution of learning. Of course, low staff productivity in tertiary institutions of learning cannot be disconnected from poor resource management in those public tertiary institutions in Nigeria. In fact, the fact that educational resources are not sufficient is enough reason to practice effect resource management in public institutions of learning so as to improve staff productivity and ensure quality of tertiary education. Little wonder, Usman (2012) observed general neglect and decay of educational facilities at all levels of education in Nigeria occasioned by the long standing culture of poor funding of education by successive governments in Nigeria. The situation that makes it extremely difficult for school management to properly maintain school facilities; and responsible for management inability to shoulder staff training and development.

For Austin (2015), budgetary allocation has declined to the extent that universities and other tertiary institutions are barely able to pay the salaries and allowances of personnel, libraries, laboratories and engineering workshops have long been in decay with the result that most products of the nation's tertiary institutions lack the intellectual preparation and critical skills required to drive the development process in any sphere of national life. Simply put, insufficient resources (that is, funding) constituted serious challenge for provision and management of other resources in the school system. Perhaps Nwakanma (2010) was right to have maintained that Nigerian tertiary institutions of learning are far too ill-equipped to train and develop new graduates suitable for the 21st century, their products are mediocre. Analysis of the situation point to the extreme level of infrastructural as well as pedagogical deficiency in Nigerian tertiary institutions, this being the result of lack of resource

management in public tertiary institutions. Therefore, resource management is a prerequisite for attainment of goals and objectives of Nigerian tertiary education.

Evidently, failure of management to provide adequate resources or effectively manage the available ones leads to low productivity as many staff are more likely to withdraw and disengage from their roles. In support of this, Saks (2016) lamented that performance of every tertiary institution in the World is centered on research output but tertiary institutions in Nigeria have failed in this regard on the basis of poor resource management which has generally reflected in poor facilities for teaching, learning and research. For Fatuzzo (2017), tertiary institutions in Nigeria seem to be grappling with the challenges of staff development especially the academic staff due to frustrating work conditions arising from inadequate or lack of teaching and research facilities, poor remuneration, unfavorable policies and poor job security with non-pensionable salary. The resultant effect is culminated into low productivity of workforce and mediocre graduates who are not self-developed and contribute to national development.

The assertion above shows that tertiary education is the most dynamic and fastest growing segment of education to facilitate Nigeria economic, political and technological development. This is supported by Altbach (2009) that tertiary institutions of learning are fundamental to the creation, evaluation, maintenance and dissemination of knowledge, therefore its effective management is needed for achievement of its objectives. For Bates (2015), resource management is essential for every tertiary institution of learning in order to ensure attainment of its goals and objectives. In other words, good resource management will enable achievement of objectives of tertiary institution whereas the benefits of managing resources efficiently include:

- **Fewer workplace conflicts:** When school resources are managed well, teams and individuals can feel like they have what they need more often. When they have what they need, there may be fewer conflicts in the workplace over limited resources. A solid resource breakdown structure also creates the mechanism for conflict resolution within the school, by identifying where resources and needs stand with regard to one another in the school setting.
- **Lower overhead costs.** Good resource management involves allocating resources efficiently. When this is done right, there's less need for

project micromanagement. If you allocate resources well within the school, you can save money on your administrative costs in the long run.

- **Greater productivity.** Great efficiency in resource management extends to all areas of the school. If you're more efficient in how you're distributing resources, your whole school will be able to operate more efficiently. That means getting projects done quickly and with fewer resources overall.
- **Better profits.** When you can do your work with lower overhead costs and your teams are more productive within a given timeframe, you will have the potential to improve your school's profits in the case of private institutions.
- **Improve quality in school programme and graduates.** Remember that expertise is a resource as well. By ensuring that your school has plenty of expertise, you can also ensure that you are able to deliver the kinds of high quality programme that enhance their graduates skills and knowledge.
- **Reduced burnout rates.** Smart resource management can help you get plenty of high quality work from staff without pushing them too far. When staff don't suffer burnout, it's easier to keep them around, developing expertise through experience.

Ultimately, tertiary institutions that practice good resource management are able to improve staff productivity more quickly and with less overhead. This explains why Nwayan (2013) encouraged every institution of learning to take a serious look at resource management practices to find the most efficient systems of resource allocation. This shows that resource management can be a boon for school system, but that doesn't mean that it will come easy. Effective resource management can be difficult for a few reasons:

- **Surprises in the workflow.** No two projects are the same, so no two projects can work with exactly the same plan. Good resource management is sometimes made difficult by unexpected developments in a project, which managers will have to adapt to in order to ensure that functional teams continue to operate efficiently.
- **Managing human resources.** People make up a large number of a given school's resources, including non-academic staff, academic staff, and management. However, people are complicated and don't all work the

same way. In addition, people can suffer from burnout if they become the victims of resource over-allocation. Good resource managers need to understand the strengths and weaknesses of their staff in order to allocate them efficiently, and without overworking them.

- **Not enough resources.** At the end of the day, resources are finite. One of the greatest challenges of resource management is finding out where to put limited resources when you don't have enough to do everything at once.

### **How to Ensure Effective Resource Management in Tertiary Institutions?**

School resource management is a primary duty of the school management who among others provides, allocates and manages entire school resources. It is important to emphasize that adequate provision of resources and judicious allocation as well as full utilization of school resources are responsibilities of the school management. Of all resources available in the school, human resource is paramount, because proper utilization and maintenance of other resources depend on the human resources. Also, instructional facilities ought to be handled with utmost care since academic staff rely on these facilities to deliver meaningful teaching and facilitate curriculum of their programme. In fact, such facilities bear direct on the teaching and learning process and are considered of prime priority among other school facilities. For Asiabaka (2008), instructional facilities management plays a crucial role in the actualization of educational goals and objectives by meeting the physical and emotional needs of the instructor and their students. In support of this, Mbipom (2012) viewed instructional facilities as major components of school facilities since teaching and learning do not take place in a vacuum, school facilities give meaning to the planned curricular and extra-curricular activities, which in turn accounts for what is being learnt by students. Therefore, the need for effective management of instructional resources cannot be overemphasized.

On the contrary, apart from human and instructional resources, Lahiru (2014) argued that all school resources including financial, material and time resources deserve keen attention and proper management, because it's appropriate coordination ensures attainment of objectives of tertiary education. Similarly, Naylor and Malcomson (2011) observed that when educational resources are compromised, it will be difficult to accomplish the objectives of tertiary education. Consequently, the performance of the instructors and the students

would be thwarted. In this wise, management of tertiary institution resources is vital to achievement of objectives of tertiary education, as appropriate management techniques would assist in taking care of all available resources. That is, resources which might have suffered neglect as a result of carelessness, ignorance, lack of commitment and proper management would receive attention from school management/administrators. Also, school resources which are well-managed are likely to be durable. This will save the lost of replacement within a short period of procurement.

In order to improve on staff productivity, International Labour Organization ILO (1959) identified the following practical steps:-

- i. The school management must ensure that the engagement of staff at all levels is based on suitability for the jobs for which they are hired;
- ii. The management should encourage all staff to develop their potentialities to the full and offering opportunities to members of the management staff, supervisors and workers to fill vacancies within the organization and to achieve promotion based on capabilities and merits;
- iii. Stating clearly the duties and responsibilities of all staff and delegating the necessary authority;
- iv. Treating workers as responsible members of a team, consulting them as appropriate and encouraging them to show initiative and to put forward suggestions for raising productivity;
- v. Management should establish statistical measurements and comparisons of productivity as pointers to the action that may need to be taken to raise productivity taking all technical and professional preparatory measures designing actions to overcome resistance to changes involved in raising productivity;
- vi. Orienting workers on their skills improvement and team-playing;
- vii. Responsible representation of workers' interest, give them a sense of security and self-respect;
- viii. Co-operating in the promotion of good human relations within the organization.



## Recommendations

From the foregoing, the following recommendations are made:-

- Resource management starts from resource provision, allocation, utilization and effective maintenance practice. Therefore, school management should ensure that resources are provided, especially experience and qualified manpower resources that will facilitate implementation of the school programmes.
- School management should be committed to staff training and development in order to make them relevant and more productive.
- School management boards should make it a policy to base promotion into the position of Directors, Chiefs/Senior Lecturer on productivity/performance appraisal in the application of resource management functions like planning and controlling.
- Ministry of Education, school management boards and heads should monitor and ensure proper resource management practices even to the classroom level.

## Conclusion

The discussion surrounding staff productivity is crucial if objectives of tertiary education would be attained. Therefore, school resources remain the inputs which directly or indirectly influence on tertiary education programmes depending on its management. If properly managed, evidences from literature revealed that it enhances on staff knowledge, skills and attitude as well as ensure high productivity on the part of the staff in general.

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