

PHYSICAL FACILITIES AVAILABILITY AS DETERMINANT OF LECTURERS' JOB PERFORMANCE IN PRIVATE UNIVERSITIES IN KWARA STATE, NIGERIA**BY**

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Abstract

This study investigated physical facilities availability as determinant of lecturers' job performance in private universities in Kwara State, Nigeria. Descriptive survey was adopted for this study with the population of 250 respondents that involved in the six private universities in Kwara State. Checklist on Physical Facilities Availability and Lecturers' Job Performance Questionnaire (CPQ) were used to collect data for this study. Descriptive statistics was used to analyze the data collected and inferential statistics of PPMC was used to test the research hypothesis at 0.05 significant level. The findings revealed that that 66.1% constituted the majority of the respondents who agreed that the itemized physical facilities were available. It was concluded that 75.6% constituted the majority of the respondents who agreed that the level of lecturers' job performance in private universities in Kwara State was high. Significant relationship existed between physical facilities availability and lecturers' job performance in private universities in Kwara State. . Based on this, it was recommended that university management of private universities in Kwara State should ensure that adequate and available physical facilities need to be provided for students and lecturers so that the set goal of the university could be attained.

Keywords: Available Physical Facilities, Lecturers' Job Performance and Private Universities

Introduction

University system focuses on its obligations of teaching and learning, research, and community engagement effectively, universities need adequate academic staff suitably qualified and motivated to work effectively. In countless cases, it has become a challenge to retain a well-developed and motivated academic staff force that is suitably qualified to work effectively (Asiyai, 2016). The strategic position occupied by universities all over the world in national development is beyond doubt. Their contributions to social, political and economic development of a nation cannot be overemphasized (Ogbodo & Nwaoku, 2017). This accounts for the reason why many nations of the world invest heavily in university education. In Nigeria, the university education system appears to be facing a lot of problems which will not allow the system to assist the larger society in achieving its objectives in the areas of human, social and economic development. Among the numerous problems confronting Nigerian universities is the perception of poor job performance of some academic staff.

Availability of physical facilities such as classrooms, laboratories, workshops, libraries, office accommodation and recreational facilities are very germane for effectiveness to be achieved on the part of academic staff of Nigerian universities (Asiyai, 2016). Material resources include current books and journals in the library, stationeries, computers, internet facilities, laboratory apparatus, furniture among others. Human resources consist of both the teaching and non-teaching staff in the university system while social amenities consist of good road networks, potable water, regular and stable electricity. The state of these resources has direct influence on academic staff job performance (Emenike, 2013). The physical facilities seem to be deplorable in many Nigerian universities such that no meaningful work can be done by academic staff in the system (Sule-Kano, 2017). Olaniyan (1997) had earlier shared the view that availability and functionality of physical, material, human resources and social amenities are prerequisite for effective job performance on the part of academic staff in Nigerian universities.

The availability of adequate physical facilities, equipment and supplies as well as their utilization are important ingredients in any physical facilities and sports programme. In recent times it has been observed

that physical facilities seem to be losing steam in almost all the tertiary institutions. This is being considered as part of the reason why the state has not been discovering new athletes and performing well in national sports festivals. This situation may likely persist if there are not adequate resources, especially instructional materials or if those available are not adequately utilized. The level of success of most physical facilities is greatly dependent on the degree of availability, adequacy and utilization of up-to-date facilities, equipment and supplies. This is because they form the hub around which such programmes revolve (Akinsanmi, 2015). Availability refers to services/resources that can be obtained in the discharge of certain functions. Longman (2013) asserted that availability refers to resources ready to be used, able to be used or that can easily be found and used. Onyejiemezie (2012) noted that availability is a state of making provision for a satisfactory standard requirement in terms of teaching resource to enhance effective instructional activity in a particular subject. According to Onyejiemezie (2012), no meaningful learning or transfer of what has been learned will take place if such learning occurs in a situation devoid of relevant activities and concrete experiences. In other words, availability can be defined as human and material resources ready for use in teaching physical education. According to Oyebanji (2014), lecturers' job performance can be seen as the ability of workers to combine relevant inputs for the attainment of organizational objectives, but many at times, the goals of the organization, workers ability, dedication, need among others, are necessary for effective performance (Virgy, 2017). Academic staff is the most important resource in any academic institution. They are the basic building block and active agents of any organization (Akerlele, 2017). Adegun (2018) further corroborated this position by suggesting that academic staff are the arrow heads of achieving the aims of higher education. Also, Adeosun (2012) was of the opinion that academic staff is the life wire of any educational system. It has been expressed that academic staff lack conducive resource situation required for their job performance. No matter how good the university programmes and the teachers, without other resources on ground, the academic staff may not be able to give their best to the system. Physical facilities in the words of Julius (2019) are state of affairs of the allotted resource in an institution, especially at a certain time. According to Olagboye (2014), physical facilities can be expressed in terms of physical resources that go a long way in determining the effectiveness of academic staff in Nigerian universities (Layi, 2010).

However, as essential as academic staff are to the effectiveness of the entire educational system, most importantly the university sector, it has been observed in recent years that there seems to be lack of dedication on the part of some academic staff that constitute a key factor in the Nigerian university system. Experience has also shown that, some academic staff appear not be committed to their jobs as they ought to. Some of them seem to be more engaged in private business which can fetch them more money than their primary assignment in the university. This view was further shared by Karani (2017) that the decay in academic staff job performance in Nigerian universities is increasing. He further asserted that many of the academic staff are into private business to augment their low income.

Statement of the Problem

Given the importance of facilities and equipment to the success of any given physical facilities, it would be expected that university administrators would ensure the provision, availability, adequacy and utilization of up-to-date physical facilities, equipment and supplies one of paramount interest in the universities. The prevailing problem in Nigerian universities is that physical facilities for teaching may be declining steadily without the school administrators giving attention to it. This unfortunate development has become a source of worry to many stakeholders in the teaching of physical facilities in schools. A lot of challenges in teaching not only because of the increased number of students but also as a result of the scanty and often poorly maintained physical facilities, equipment and supplies in the schools. The downward trend in sports and physical facilities and equipment in schools have continued unabated since the early 90s. Since then many governments, local, state and federal pay lip service to its resuscitation (Mgbor 2012 & Abu 2012). The situation of scanty and inadequate physical facilities in schools has persisted over the years.

As a result of this, many studies have been carried out on physical facilities such as . Odo (1995) carried out a study on use of instructional materials in teaching economics in secondary schools in Nsukka education zone. Ofojebe (2003) evaluated the availability, utilization and maintenance of physical facilities in secondary

schools in Anambra State. Ikioya (2008) examined the difference in the avail ability, adequacy and functionality of physical education facilities in Edo State among others. Previous researchers have not worked on physical facilities availability as determinant of lecturers' job performance in private universities in Kwara State, Nigeria as the gap this study intends to fill from the previous studies which constitute the problem of the study.

Purpose of the Study

The main purpose of this study was to examine physical facilities availability as determinant of lecturers' job performance in private universities in Kwara State, Nigeria. Other objectives were to;

1. find out the mostly available physical facilities in private universities in Kwara State, Nigeria
2. examine the level of lecturers' job performance in private universities in Kwara State

Research Questions

Two research questions were raised to guide the study

1. What are the mostly available physical facilities in private universities in Kwara State, Nigeria?
2. What is the level of lecturers' job performance in private universities in Kwara State?

Research Hypothesis

Ho: There is no significant relationship between physical facilities availability and lecturers' job performance in private universities in Kwara State.

Literature Reviewed

Theoretical Framework

Progressive Utilization Theory

Progressive Utilization Theory or PROUT is a socio-economic theory first mentioned in 1959 and fully outlined in 1962 by Indian philosopher and spiritual leader Prabhat Ranjan Sarkar (1921-1990). According to Craig (1998), PROUT is a social system that overcomes the limitations of both capitalism and communism. Among other things, "progressive utilization" would optimize the use of natural industrial and human resources, based on cooperative coordination on a wide basis, ranging from local communities to larger regions and nations and between the people of diverse geographical areas (Gista: 2014). PROUT seeks the welfare and happiness of all and is also concerned with physical facilities. The relevance of the progressive utilization theory (PROUT) in this study is its encouragement to optimize the use of available natural resources as well as other resources that belong to agencies in the community where the school is located. This theory encourages the use all available of physical resources (within and outside)

Concept of Physical Facilities Availability

The relevance of the presence of facilities, equipment and supplies to the smooth running of school physical facilities has been severally emphasized in the literature (Mgbor; 2015). The level of success of most physical facilities are greatly dependent on the degree of availability and adequacy of up-to-date equipment and facilities as these form the hub around which such programmes revolve. Longman (2013) explained available as something that is able to be used or can easily be found and used. In other words, they are those physical facilities that are committable or usable upon demand to perform their designated or required function.

According to Okoro (2011), facilities, equipment and supplies are very vital in teaching and learning in schools. Similarly Awosika (2012) asserted that facilities and equipment are programme related in any teaching programme and should be provided in sufficient quantity to meet the needs of the school physical education programmes. National Association for Sports and Physical Education (NASPE: 1995) advocates that sufficient physical facilities are needed to meet the standard for universities. Ogbu (2017) also observed that school physical education resources (facilities, equipment supplies and the personnel) are very important to the successful implementation of the school physical education programme. Writing on availability of school facilities and academic achievement Owoeye and Olatunde (2011) opined that availability of school facilities is a potent factor to quantitative education. According to them the importance of provision of

instructional facilities for teaching and learning in the education sector cannot be over-emphasized. The authors added; “teaching is inseparable from learning but learning is not separable from teaching”. According to them this means that teachers do the teaching to make the students learn, but students can learn without the teachers. They added that learning can occur through one’s interaction with one’s environment. Environment here refers to facilities that are available to facilitate students learning outcome. Commenting on factors affecting availability and adequacy of physical education facilities, equipment and supplies in Schools Verela (1996) lamented the political influence in sports and physical environment in relation to availability of resources. He maintained that corruption among other factors is militating against effective management of sports facilities and equipment. According to him money which are meant for development of infrastructural facilities in our school may be channeled in private pockets. Similarly, Ugwu (2012) regretted the attitude of some school heads that show great apathy to physical activities and sports. He added that such situations found in schools are not healthy development since many sports stars could be left behind. National Teacher Institute (2002) outlined the following as the major factors affecting the availability of physical facilities, equipment and supplies in schools.

- Careless planning of programme by the games teacher or games master.
- Employment of unqualified teachers to handle physical facilities.
- Lack of funds, and Poor maintenance of existing facilities and equipment.

Longman (2000) explained adequacy as a situation in which there is enough resources for a particular purpose. Mapaderum (2012) asserted that adequacy is a satisfactory condition of resources in an organization. Faronbi (2018) opined that the wealth of a nation or society could determine the quality of education since it determines the possibility of the provision of adequate resources for education. The author further noted that a society that is wealthy will establish good schools with quality teachers and adequate learning infrastructures. He added that when these conditions are on ground students may learn with ease thus bringing about good academic achievements. Commenting on importance of adequate resources in teaching Ajayi and Ogunyemi (2010) reiterated that when facilities are provided in adequate quantity to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher but individual students will also learn at their own pace. The net effect of this is increased overall academic performance of the entire students. On the contrary inadequate facilities and equipment in teaching is the origin of failure (Ahmed, 2019).

Lecturers’ Job Performance

Lecturers’ job performance refers to the measure of the effectiveness of lecturers in relation to their roles and responsibilities in their work place. This is used to examine whether lecturers perform their job as expected or not. Among the acceptable theories of job performance is the work of Campbell (2010) that described job performance of an individual level variable that distinguishes him from more encompassing constructs such as organizational performance or national performance. Campbell's conceptualization of job performance gave more enlightenment to what lecturers’ job performance means. Campbell (2010) stated that there are more factors that determine outcomes than just an employee's behaviours and actions. According to Akpofure (2016), education is an important aspect in everyone’s life. It is undeniable that education contributes toward ensuring development in a country. Thus, the educational system should be strategically planned in order to produce the best results for all concerned. The main actors in the higher education level are the lecturers, who may be termed as teachers, tutors, faculty members or facilitators. Regardless of the title, or the institutions where they work, the educators shoulder heavy responsibilities in educating the students. According to Taiwo (2014) lecturers’ job performance are work-related activities expected of a lecturer and how well those activities are executed. Hence, the lecturers’ job performance can be measured through the following: teaching, research and publication and community services.

Methodology

The population of this study comprised all the 642 academic staff in the six private universities in Kwara State which Al-Hikmah University, Crownhill University, Landmark University, Summit University, Thomas Adewunmi University and Ahman Patigi University. Multi-stage sampling technique was used for

this study. The sample and sampling technique for this study was simple random sampling technique which was adopted to select lecturers from each of the universities respectively. As a result of this, 526 respondents were used for this study using proportionate sampling technique to select the respondents using sample size table of The Research Advisors (2006). The lecturers were stratified on the basis of gender, cadre and teaching experience. Two research instruments were used for the data collection and titled Checklist on Physical Facilities Availability and Lecturers' Job Performance Questionnaire (CPQ). The copies of Checklist on Physical Facilities Availability and Lecturers' Job Performance Questionnaire were administered to the lecturers in the private universities in Kwara State in order to ascertain the available physical facilities and the level of lecturers' job performance. The instruments contained three different sections. Section 'A' contained the demographic information of the lecturers on the gender, cadre and teaching experience. Section B contained available and not available physical facilities while that of Section C contained 15 items on the level of lecturers' job performance. Checklist on Physical Facilities Availability (CPFA) and Lecturers' Job Performance Questionnaire (LJPQ) was validated by subjecting the two instruments to face and content validity. The supervisor and three lecturers in the Department of Educational Management and Counselling ascertained the Checklist on Physical Facilities Availability and Lecturers' Job Performance Questionnaire (CPQ) in order to determine the validity, their observations, corrections and suggestions were used to produce the corrected and validated instruments for data collection.

The two results were correlated together using the Pearson product moment correlation statistic in order to obtain its reliability coefficient. Reliability coefficients of 0.76 and 0.82 were obtained for (CPFA) and (LJPQ) respectively. To collect data for the study, copies of Checklist on Physical Facilities Availability (CPFA) and Lecturers' Job Performance Questionnaire (LJPQ) were administered to lecturers and 250 copies were recovered and subjected for data analysis. The research questions raised for the study were answered using descriptive statistics of mean and standard deviation while the research hypotheses formulated were tested using inferential statistics of Pearson product moment correlation statistic at 0.05 level of significance.

Data Analysis and Discussion of Findings

Answering of Research Questions

Research Questions

Two research questions were raised to guide the study

Research Question 1: What are the mostly available physical facilities in private universities in Kwara State, Nigeria?

Table 1: Availability of Physical Facilities in Private Universities in Kwara State

Items	Available (%)	Not available (%)	Total (%)
Library facilities	220(88.0)	30(12.0)	250(100%)
Laboratory facilities	190(76.0)	60(24.0)	250(100%)
Lecture rooms	119(47.6)	131(52.4)	250(100%)
Recreational centres	145(58.0)	105(42.0)	250(100%)
Textbooks	240(96.0)	10(4.0)	250(100%)
Toilets	202(80.8)	48(19.2)	250(100%)
Teaching materials	139(55.6)	111(44.4)	250(100%)
Offices	127(50.8)	123(49.2)	250(100%)
Ceiling fans	178(71.2)	72(28.8)	250(100%)
Power supply	189(75.6)	61(24.4)	250(100%)
Overhead projector	110(44.0)	140(56.0)	250(100%)
Fitness centers	89(35.6)	161(64.4)	250(100%)
Buildings	141(56.4)	109(43.6)	250(100%)
Water	160(64.0)	90(36.0)	250(100%)
ICT Centres	230(92.0)	20(8.0)	250(100%)
Average Percentage	66.1	33.9	

Table 1 presents the mostly available physical facilities in private universities in Kwara State, Nigeria. Out of the 250 respondents who participated in the study, 66.1% agreed the itemized physical facilities were available while the remaining 33.9% stated that the physical facilities in private universities were not available. Therefore, 66.1% constituted the majority of the respondents who agreed that the itemized physical facilities were available.

Research Question 2: What is the level of lecturers' job performance in private universities in Kwara State?

Table 2: Level of Lecturers' Job Performance in Private Universities in Kwara State

Level	Frequency	Percentage
High	189	75.6
Moderate	56	22.4
Low	5	2.0
Total	250	100.0

Table 2 shows the level of lecturers' job performance in private universities in Kwara State. Out of the 250 respondents who participated in the study, 75.6% agreed that the level of lecturers' job performance in private universities in Kwara State was high, 22.4% agreed that it was moderate while the remaining 2% agreed that it was low. Therefore, 75.6% constituted the majority of the respondents who agreed that the level of lecturers' job performance in private universities in Kwara State was high.

Hypothesis Testing

Ho: There is no significant relationship between physical facilities availability and lecturers' job performance in private universities in Kwara State.

Table 3: Physical Facilities Availability and Lecturers' Job Performance in Private Universities in Kwara State

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Physical Facilities	250	7.02	.964				
Lecturers' Job Performance	250	4.78	5.98	248	.303	.000	Ho Rejected

P < 0.05

Table 3 shows that the p-value (.000) was less than the significant level at (0.05). Therefore, the null hypothesis which states that there is no significant relationship between physical facilities availability and lecturers' job performance in private universities in Kwara State was rejected. This suggests that significant relationship existed between physical facilities availability and lecturers' job performance in private universities in Kwara State. This implies that adequate availability of physical facilities would enhance the level of lecturers' job performance in private universities in Kwara State.

Discussion of Findings

Findings of research question one revealed that 66.1% constituted the majority of the respondents who agreed that the itemized physical facilities were available. This finding is in line with the findings of Mapaderum (2012) who asserted that adequacy of physical facilities is a satisfactory condition towards the attainment of educational goals. Faronbi (2018) opined that the wealth of a nation or society could determine the quality of education since it determines the possibility of the provision of adequate physical facilities for education. Results of research question two indicated that 75.6% constituted the majority of the respondents who agreed that the level of lecturers' job performance in private universities in Kwara State was high. This finding corroborate with the findings of Campbell (2010) described job performance of an individual level variable that distinguishes him from more encompassing constructs such as organizational performance or national

performance. Taiwo (2014) concluded that lecturers' job performance are work-related activities expected of a lecturer and how well those activities are executed.

There was significant relationship between physical facilities availability and lecturers' job performance in private universities in Kwara State. This is in line with the findings of Longman (2000) who explained physical facilities availability and adequacy in which there is enough resources for a particular purpose. Ajayi and Ogunyemi (2010) reiterated that when physical facilities availability are provided in adequate quantity to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher but individual students will also learn at their own pace. Owoeye and Olatunde (2011) opined that availability of physical facilities availability is a potent factor to quantitative education through lecturers' job performance.

Conclusion

1. The findings of the study have shown that 66.1% constituted the majority of the respondents who agreed that the itemized physical facilities were available.
2. It was concluded that 75.6% constituted the majority of the respondents who agreed that the level of lecturers' job performance in private universities in Kwara State was high.
3. Significant relationship existed between physical facilities availability and lecturers' job performance in private universities in Kwara State.

Recommendations

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

1. The university management of private universities in Kwara State should ensure that adequate and available physical facilities need to be provided for students and lecturers so that the set goal of the university could be attained.
2. Lecturers should endeavour to improve on their level of job performance doing so would also have good impact on students' academic performance.
3. Physical facilities in private universities should be sensitized on the need to the achievement of the university goal.

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