



Staff Educational Qualification Perceptions on Vice Chancellors' Management of Resources in Public Universities, Bayelsa State, Nigeria

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ABSTRACT

Vice-Chancellors of universities in Bayelsa State, Nigeria, were asked to evaluate their views on resource management in relation to staff educational qualifications. The research design used in the study was an analytical descriptive survey. During the 2021–2022 academic year, 4606 employees from three public universities in Bayelsa State comprised the study's target group. 1382 employees, or 30% of the entire workforce, were chosen for the study using a proportionate stratified random selection technique. To collect data for the study, a questionnaire consisting of 15 items was used. Vice-Chancellors' University Staff Perception and Resource Management Questionnaire (SPRMVUQ) was the title of the tool. The researcher's supervisor and two experts, one from the Department of Educational Foundations' educational management and planning unit and the other from the measurement and evaluation unit at Niger Delta University in Wilberforce Island, Bayelsa State, validated the instrument that the researcher had created. Cronbach's Alpha analysis was used to determine the internal consistency of the instrument reliability coefficient value, which came out to be 0.82 in the study. Vice-chancellors at public universities do find that staff members' mean ratings of resource management are greatly influenced by their educational background. Because their educational background has the ability to motivate them, university employees should rely on it when evaluating the resource management of vice chancellors.

INTRODUCTION

Education is a universal phenomenon. It is the complete development of humans for function usefulness for both society and humanity in general. Also, education cuts across all stages of human and national development. According to Asaju, Thomas and Silas (2013) cited in Jasper-Abowei and Anderson, (2021), without having high-quality human resources, no country is known to have advanced economically or technologically (Ambar and Abdul, 2018). Higher education institutions were established, nevertheless, in an effort to meet the global demand for human resources capable of fulfilling a variety of roles and favourably influencing Nigeria's socioeconomic and political development. Federal Government of Nigeria promulgated enabling law to fund higher education towards producing high level relevant manpower training, self-reliance, national unity through the establishment of both conventional and special universities, polytechnics, colleges of education and mono-technics in different parts of the country by the Federal, State governments, private organizations and individuals, (Kertiriasih et al; 2018). Thus, a country's ability to achieve its developmental goals is largely determined by its quality human resources. Human resources are an organization's lifeblood in the modern economy. Even with the use of technology in contemporary company management, an organization's human resources remain its most valuable and adaptable asset (Anita et al., 2019). Thus, human resource development performance is crucial to the success of an organization. Human resources and associated topics are offered as study programs at some colleges (Golinska-Dawson, 2019). Cornell University's School of Industrial and Labor Relations was the first college-level HR program in history. According to Koloğlu et al. (2017), it currently offers undergraduate, graduate, and professional education in addition to a joint degree program with the Samuel Curtis Johnson Graduate School of Management.

The field has departments and institutes at many colleges and universities, either in another institution or inside a business school. HR courses are offered by the majority of business schools, frequently in their management departments. According to Delany (2017), human resources management institutions typically provide research and education in the discipline at all levels, from diplomas to doctorates. The courses at the master's level include MIR, MHRM, MM (HR), and MBA (HR). Many institutions throughout the world have taken on the task of educating human resource managers and giving them intrapersonal and interpersonal skills so they can interact more effectively at work. Universities and colleges must provide future-focused courses since the field of human resource management is constantly changing as a result of the Fourth Industrial Revolution's technological advancements. Federal employees are trained at the Human Resources University in the United States of America (Laosebikan et al., 2018).

A number of professional associations exist, some of which provide certification and training. With more than 285,000 members in 165 countries, the U.S.-based Society for Human Resource Management is the biggest HR-focused professional group. Through the HR Certification Institute, it provides a range

of Professional in Human Resources (PHR) certificates. The oldest professional HR association is the Chartered Institute of Personnel and Development, which is headquartered in England. Its precursor was established in 1918 (Ezeanyim and Ufoaroh, 2019).

A number of associations also cater to specific HR needs. The Institute of Recruiters (IOR) is a professional association for recruiters that provides training, education, and support to its members. World at Work offers a number of certifications and training programs pertaining to pay and work-life balance, with an emphasis on "total rewards" (i.e., compensation, benefits, work life, performance, recognition, and career development). Other specialist associations include the American Society for Training & Development and Recognition Professionals International. The Academy of Management, a sizable academic institution with an HR component, is pertinent to HR. Finding methods to increase HR's efficacy is the focus of this division. The Academy holds an annual meeting and publishes a number of magazines, such as the Academy of Management Journal and Academy of Management Review, that are partially focused on HR research (Lefteroff, 2022).

Wilkinson (2022) cites the Human Resource Development Strategy for South Africa (HRD-SA, 2009). By improving people's skills, knowledge, and capacities, human resource development refers to formal, explicit efforts that will help everyone realize their full potential. The goal of human resource development is to increase people's productivity in both formal and informal work environments. Both social and economic progress are supported by higher productivity and advancements in a nation's skill set. According to Young (2022a), human resource development is the process of trying to improve people's abilities and thinking. It's a way to learn new talents. In businesses, human resource development is typically focused on enhancing job-related abilities. Individuals' abilities, personal incomes, and human resources required for economic growth are all increased as a result. It facilitates the attainment of organizational goals and objectives by fostering competency and efficiency (Young, 2022b).

The number and calibre of employees (human resources) that colleges have on hand, as well as the efficiency with which those resources are used, are critical to achieving higher education goals (Febus and Karen, 2022). Any higher education institution's management must work hard to acquire and develop the necessary human resources and monitor their effectiveness (Tomlin and Irina, 2022). Effective and efficient human resource management by institutional administrators is critical to the success of higher education. Effective resource management is therefore crucial to achieving high-quality education (Wen, 2017). Higher education institution management encompasses the management's and the teaching and non-teaching staff's efforts to accomplish the intended goals and objectives.

Research and innovation, along with the teaching component, may play crucial roles in the development of a country. Programs for increasing the capacity of lecturers and non-lecturers are seen as quite important. They are organized activities that concentrate on expanding and strengthening the

technical and conceptual skills of lecturers and non-lecturers in order to give them the tools they need to manage challenging situations and do their jobs more effectively (Miclo et al., 2018). Therefore, it is important to arrange staff participation in HRD activities based on their roles and performance standards. They are a major factor in determining the standard of education. Staff motivation is essential for higher education institutions to obtain the effectiveness and efficiency of human resources.

For several reasons, it is even more important than ever for lecturers to develop their knowledge, abilities, attitudes, and behaviours while working in developing countries (Moore, 2019). For example, lecturers will perform at their highest level if they believe that the management will recognize and reward their efforts. The performance of lecturers is influenced by a wide range of factors, including working conditions, relationships between employers and employees, opportunities for training and development, job security, institutional policies and procedures for rewarding staff, grants and subsidies for international or global publication, affiliations with non-governmental organizations for research and innovation, etc. The incentive that comes with rewards is the most significant factor among all those that influence lecturers' performance (Mundia, 2019). It is for that reason that Patrahau, et al; 2020; affirm that when rewards and recognition are properly implemented, a good working atmosphere is provided that motivates lecturers to achieve high performance. However, empirical studies show that there is a significant relationship between management of human resource development and higher educational institutions for productivity. (Pi-Cheng et al; 2016,) conducted a study to explore the relationship between rewards and performance and found that there is a significant relationship between extrinsic rewards (Bonuses, Promotion, Commission) and workers' performance. He recommended that for an individual who is to be motivated in a work State, there must be a need which the individual would have to perceive a likelihood of satisfying through some reward (Serhii, et al; 2020).

LITERATURE REVIEW

Such a desire or incentive is intrinsic if the reward is inherent to the job. On the other hand, extrinsic motivation is used when the reward is said to be outside of the employment. Accordingly, Raka, 2015, cited in Spruch, and Robert, (2022) found that lecturers' productivity in Nigerian tertiary institutions is improved by manpower development, regardless of the lecturers' gender, faculty, or type of institution. They also discovered that lecturers in universities and colleges of education participate in similar manpower development programs. The study suggested that by funding the sponsorship of lecturers to such international development activities, the National Universities Commission (NUC) and the management of postsecondary institutions should keep pushing lecturers to actively engage in international seminars, workshops, conferences, and short courses outside of Nigeria in addition to local development initiatives (Suyanto and Hendri, 2019).

METHODOLOGY

This study used an analytical descriptive survey design. Tomlin and Irina (2022) state that an analytical descriptive survey design facilitates the comparison of various demographic data of the population through the use of hypotheses (Ezeanvim and Ufoard, 2019). The age distribution of the employees, which was used to compare their opinions on the topic of the study, is one of the demographic features of interest. The fact that an investigator cannot alter the study's independent variable is a compelling argument for using this design.

During the 2021–2022 academic year, 4606 employees from three public universities in Bayelsa State comprised the study's target population (Office of the Establishment Officer of the three, 2023). Niger Delta University (NDU), Federal University of Otuoke (FUO), and University of Africa, Toru-Orua (UAT) employees make up 2223, 1994, and 389 of this, respectively.

A sample size of 1382 staff (representing 30%) of the total population was selected through proportionate stratified random sampling technique from three Universities in Bayelsa State, Nigeria during the 2021/2022 academic session. This was distributed as 667, 598 and 117 staff from Niger Delta University (NDU), Federal University of Otuoke (FUO) and University of Africa, Toru-Orua (UAT) respectively. Table 1 indicates the sample frame and distribution of sample into the three (3) Universities.

Table 1. Sample Frame and Distribution of Sample Into the Three (3) Universities

S/N	Name of University	Population of Staff	Sample of Staff
1	Niger Delta University	2223	667
2	Federal University, Otuoke	1994	598
3	University of Africa, Toru-Orua	389	117
4	Total	4606	1382

Staff Perception and Resources Management by Vice-Chancellors in Universities Questionnaire (SPRMVUQ) was constructed by the investigator of this study. The SPRMVUQ instrument has two basic segments A and B. The first segment A sought information on the demographic details of the respondents, on the other hand segment B seeks for information on Vice-Chancellors management of resources in universities. In addition, segment B was not re-categorized into further sectors; rather it contained a single variable with fifteen items on it. This simply implies that items 1-15 sought information on resources management by Vice-Chancellors in Universities. All the items were measured on a 4-point rating scale of:

- Strongly Agree (SA) 4-points.
- Agree (A) 3-points
- Disagree (D) 2-points and
- Strongly Disagree (SD) 1-point

Two experts and the investigator's supervisor implemented the validity of the instrument. The other expert came from the Department of Educational Foundations' measurement and evaluation unit at Niger Delta University on Wilberforce Island in Bayelsa State, while the first one is from educational administration and planning. Under the guidance of the instrument's face validity, the supervisor carried out the validity procedure. The educational management and planning expert worked on the instrument's usability and clarity in relation to the content. On the other hand, the measurement and assessment specialist took into account the instrument's validity on the construction angle. The instrument's final draft appropriately included and applied all of the helpful criticisms, changes, recommendations, and observations. In alignment with the resultant outcome of the validity process as earlier indicated, out of the original 18 items drafted, a total of 15 items were finally approved in the instrument for utilization.

The instrument, the Staff Perception and Management of Resources by Vice-Chancellors in Universities Questionnaire (SPMRVUQ), was given to 30 employees of Bayelsa State Medical University (BMU), Yenagoa, who were not included in the study's primary population. Staff members were given the test once, and the results were used to determine the internal consistency of the instrument reliability coefficient value. Cronbach's Alpha analysis was employed in this process. The internal consistency of the reliability coefficient value was derived from the instrument, which stood at 0.82. The derived reliability coefficient value was highly contributed to the functionality of the instrument utilization for data collection in the study.

To actualize effective distribution and retrieval of copies of the instrument, the investigator personally deployed the utilization of three (3) research assistants that were trained or directed to support effectively on the process of distribution of copies of the questionnaire. The main objective of the utilization of research assistants was to ensure a high rate of return of various copies of the questionnaire instrument distributed. Although 1410 copies of the instrument were distributed, 1382 (98%) of them were fully administered by the respondents, and the remaining 28 (2%) were improperly administered and, therefore, were not used for the study's analysis. Ten (10) weeks were allotted for the dissemination and retrieval of copies of the data collection instrument.

This study's data was examined using both descriptive and inferential statistical methods. The demographic information in the study was examined using the descriptive statistical method of simple percentage analysis. To address the research issues, descriptive statistical tools such as mean and standard deviation were also used. The Z-test was the inferential statistical tool of relevance that was relevant to the study's data analysis of the hypotheses. At the 0.05 threshold of significance, each hypothesis was examined. Additionally, all of the analyses were conducted using the Statistical Package for Social Sciences (SPSS) version 25 (Koloğlu et al., 2017).

RESULT AND DISCUSSION

Table 2. Simple Percentage Analysis of Respondents by Educational Qualification

S/N	Educational Qualification	Frequency	Percentage
1	HND	176	13
2	B.Ed./B.Sc./B. A	427	31
3	M.Ed./M.Sc./M. A	493	36
4	Ph.D.	286	20
5	Total	1382	100

The data presented in Table 1 shows that 176 (13%) of the total respondents were with HND, 427 (31%) were of B.Ed./B.Sc./BA, 493 (36%) were with M.Ed./M.Sc./MA and 286 (20%) were with Ph.D. educational qualification. This implies that staff with M.Ed./M.Sc./MA degrees were more in number than their other colleagues in the study.

Research Question

Is there any difference among staff with HND, B.Ed./B.Sc./BA, M.Ed./M.Sc./MA and PhD mean rating of the resources management by Vice-Chancellors of public Universities in Bayelsa State, Nigeria?

Table 3. An overview of the difference's mean and standard deviation scores among staff with HND, B.Ed./B.Sc./BA, M.Ed./M.Sc./MA and PhD mean rating of resources management by Vice-Chancellors of public Universities

S/N	Resources management by Vice-Chancellors in Universities	HND Mean	B.Ed./BSc/BA Mean	MEd/MSc/MA Mean	PhD Mean	Total Mean	Decision
1	Financial resources are properly managed by the Vice-Chancellor in my institution	2.73	2.70	2.67	2.14	2.57	Accepted
2	Internally generated revenue is adequately managed by Vice chancellors in the institution	3.29	3.10	3.12	3.00	3.11	Accepted
3	Funds reached by the government are utilized by Vice-Chancellor in the institution for all.	2.91	2.90	2.93	2.59	2.85	Accepted
4	The Vice-Chancellor ensures that funds provided by TETFUND are well managed in my institution	3.15	3.10	3.01	3.02	3.06	Accepted
5	Funds received from	2.57	2.96	2.75	2.56	2.75	Accepted

	Philanthropies are adequately used by Vice-Chancellor in my institution						
6	Adequate provision of furniture is a priority by the Vice-Chancellor in my institution.	2.78	2.97	2.76	2.73	2.82	Accepted
7	Inadequate classrooms affect effective management of students by the Vice-Chancellor in the institution.	3.03	2.89	3.14	2.98	3.01	Accepted
8	The Vice-Chancellor supports effective provision of teaching facilities in my institution.	2.66	3.49	3.11	2.94	3.13	Accepted
9	Lack of well-equipped laboratories makes the management of facilities difficult for the Vice-Chancellor in my institution.	2.60	2.92	2.60	2.50	2.68	Accepted
10	Availability of adequate infrastructural facilities enhances Vice-Chancellor effectiveness in the institution,	2.66	2.46	2.47	2.52	2.50	Accepted
11	The Vice Chancellor relates cordially with staff in the institution.	2.82	2.77	2.66	2.35	2.65	Accepted
12	Lack of transparency in resources management by the Vice-Chancellor is a problem in my institution.	2.48	2.88	2.53	1.95	2.51	Accepted
13	Vice-Chancellor use of diplomatic ways of cautioning erring staff motivates growth in the institution.	2.75	2.74	2.82	2.84	2.79	Accepted
14	The Vice-Chancellor use of democratic style of leadership promotes	2.73	2.64	2.52	2.10	2.49	Rejected

	management of resources in the institution effectively.						
15	Vice-Chancellor use of autocratic style of leadership is detrimental to the well-being of staff in my institution	2.88	2.76	2.71	2.37	2.68	Accepted
	Grand mean	2.80	2.90	2.79	2.57	2.77	Accepted

Cut-off mean = 2.50; HND = 176; B.Ed./B.Sc./BA = 427; B.Ed./B.Sc./BA = 493, Ph.D. = 286 and Total = 1382

The information in Table 2 shows that, with the exception of item 12, the mean rating scores of staff members with HND were higher than the cut-off mean score of 2.50. Their respective mean rating scores were 2.73, 3.29, 2.91, 3.15, 2.57, 2.78, 3.03, 2.66, 2.48, 2.75, and 2.88. This suggests that everything save item 12 was approved.

Similarly, the mean rating scores of staff with B.Ed./B.Sc./BA in all items were higher than the cut-off mean score of 2.50 except item 10 with mean rating scores of 2.70, 3.10, 2.90, 3.10, 2.96, 2.97, 2.89, 3.49, 2.92, 2.46, 2.77, 2.88, 2.74, 2.64 and 2.76 respectively. This implies that all items were accepted except item 10. Table 4.10 also shows that, the mean rating scores of staff with M.Ed./M.Sc./MA in all items were greater than the cut-off mean score of 2.50 except item 10 with mean rating scores of 2.67, 3.12, 2.93, 3.01, 2.75, 2.76, 3.14, 3.11, 2.60, 2.47, 2.66, 2.53, 2.82, 2.52 and 2.71 respectively. This implies that all items were accepted except item 10.

On the other hand, the mean rating scores of staff with PhD in all items were greater than the cut-off mean score of 2.50 except items 1, 11, 12, 14 and 15 with mean rating scores of 2.14, 3.00, 2.59, 3.02, 2.56, 2.73, 2.98, 2.94, 2.50, 2.52, 2.35, 1.95, 2.84, 2.10 and 2.37 respectively. This indicates that not all the items were accepted. Overall, the total mean scores for all items were greater than the cut-off mean score of 2.50 except item 14 with mean scores of 2.57, 3.11, 2.85, 3.06, 2.75, 2.82, 3.01, 3.13, 2.68, 2.50, 2.65, 2.51, 2.49 and 2.68 respectively. This implies that all items were accepted except for item 14.

The grand mean rating score of staff with B.Ed./B.Sc./BA (2.90) was greater than that of the staff with HND (2.80), which was also greater than that of staff with M.Ed./M.Sc./MA (2.79) and it is also higher than that of staff with PhD (2.57) has a grand mean score of 2.77 overall, which is higher than the 2.50 cut-off mean score. This merely indicates that, employees with B.Ed./B.Sc./BA mean rating score on the resources management by Vice-Chancellors of public Universities is better than their other counterparts. Consequently, the observed difference in the mean rating scores was subjected to one-way analysis of variance (ANOVA) to ascertain if the difference is significant or not.

Hypothesis Three

There is no significant difference among staff with HND, B. Ed/B. Sc/BA, M. Ed/M. Sc/MA and PhD mean rating of resources management by Vice-Chancellors of public Universities in Bayelsa State, Nigeria.

Table 4. One-way analysis of variance (ANOVA) difference among staff with HND, B.Ed./B.Sc./BA, M.Ed./M.Sc./MA and PhD mean rating of the resources management by Vice-Chancellors of public Universities

Model	Sum of Squares	df	Mean Square	F	Sig.	Decision at P < 0.05
Between groups	17.190	3	5.730	36.836	0.000	*
Within groups	214.349	1378	0.156			
Total	231.539	1381				

* = Significant at 0.05 alpha Level; Critical F 3, 1378 = 2.60; N = 1382.

The data presented in Table 3 reveals that the one-way analysis of variance is significant at $p < 0.05$ alpha level because, the calculated F- value of 36.836 is greater than the critical F-value of 2.60 at 0.05 alpha level with 3 and 1378 degrees of freedom. Hence, the null hypothesis cannot be accepted. Therefore, the alternative hypothesis which states that, there is a significant difference among staff with HND, B. Ed/B. Sc/BA, M. Ed/M. Sc/MA and PhD mean rating of the resources management by Vice-Chancellors of public Universities in Bayelsa State is upheld. To authenticate the order of effectiveness of staff educational qualification and direction of significance, the mean rating scores were subjected to Scheffe’s multiple comparison tests for a post hoc analysis.

Table 5. Summary of Scheffe’s post hoc analysis of staff mean rating of resources management by Vice-Chancellors in public universities based on educational qualification

Educational qualification	Educational qualification	Mean difference	Sig.
HND	B. Ed/B. Sc/BA	-0.081	0.152
	M.Ed./B. Sc/MA	0.019	0.961
	Ph. D	0.232	0.000
B. Ed/B. Sc/BA	HND	0.081	0.152
	M.Ed./B. Sc/MA	0.100	0.002
	Ph. D	0.313	0.961
M.Ed./B. Sc/MA	HND	-0.019	0.002
	B. Ed/B. Sc/BA	-0.100	0.000
	Ph. D	0.213	0.000
Ph. D	HND	-0.232	0.000
	B. Ed/B. Sc/BA	-0.312	0.000
	M.Ed./B. Sc/MA	-0.213	0.000

The data presented in Table 4 indicates Scheffer’s post hoc test analysis of staff mean rating of resources management by Vice-Chancellors of public Universities based on educational qualification. Table 4.20 further reveals that the mean difference between staff with HND and B. Ed/B. Sc/BA is 0.081;

between HND and M. Ed/B.Sc./MA is 0.019; between HND and Ph.D. is 0.232; between B.Ed./B.Sc./BA and M.Ed./B.Sc./MA is 0.100; between B.Ed./B.Sc./BA and Ph.D. is 0.313; between M.Ed./B.Sc./MA and Ph.D. is 0.213. This implies that staff with B. Ed/B. Sc/BA educational qualification is the most effective, followed by HND, then M. Ed/B. Sc/MA and the least are the staff with Ph.D. in their mean rating of resources management by Vice-Chancellors in public Universities.

The result presented in Table 4.10 shows that, the mean score of staff with B.Ed./B.Sc./BA (2.90) was greater than that of staff with HND (2.80) which was in turn greater than staff with M.Ed./M.Sc./MA (2.79) and also greater staff with Ph.D. educational qualification (2.57) on their mean rating of resources management by Vice-Chancellors of public Universities. Statistical analysis in Table 4.17 indicates that, there is a significant difference among staff with HND, B. Ed/B. Sc/BA, M. Ed/M. Sc/MA and PhD mean rating of resources management by Vice-Chancellors of public Universities.

The result implies that, educational qualification promotes staff mean rating of resources management by Vice-Chancellors of public Universities. The result also reveals that the staff with B. Ed/B. Sc/BA educational qualification rated higher the resources management by Vice-Chancellors of public Universities than that of their other counterparts in the study. The rating of the staff with B. Ed/B. Sc/BA educational qualification is expected and not surprising, because of their dominance in administrative issues in the university system. The finding of this study disagrees with the findings of Janani. and. Sankar, 2021 that, there is no significant difference among staff with HND, B. Ed/B. Sc/BA, M. Ed/M. Sc/MA and PhD mean rating of resources management by Vice-Chancellors of public Universities. On the other hand, the finding of this study agrees with the findings of Indriasari, and Setyorini, (2018) that, there is a significant difference among staff with HND, B. Ed/B. Sc/BA, M. Ed/M. Sc/MA and PhD mean rating of resources management by Vice-Chancellors of public Universities.

On the other hand, the study further concludes that, educational qualification does influence staff significantly on their mean rating of resources management by Vice-Chancellors of public Universities

CONCLUSIONS AND RECOMMENDATIONS

University staff should depend on their educational qualifications because of its motivational potential to influence their mean rating of resources management of Vice-Chancellors in Universities. The study's findings led to the following deductions being made. Vice-chancellors of public universities' mean staff ratings on resource management are significantly influenced by gender. In the study, the following suggestions were developed. University employees should make an effort to take into account their gender, as this could improve their capacity to evaluate vice chancellors' resource management.

FURTHER STUDY

There is a significant difference among staff with HND, B. Ed/B. Sc/BA, M. Ed/M. Sc/MA and PhD mean rating of resources management by Vice-Chancellors of public Universities in Bayelsa State, Nigeria. The study provides baseline information/data for further studies and the ministry of education for the effective management of tertiary education in the state.

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