

Institutions Staff Perceptions On Vice Chancellors' Management Of Resources In Public Universities, Bayelsa State, Nigeria

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Abstract: The study examined institution staff perceptions on vice chancellors' management of resources in Bayelsa state public Universities. The analytic descriptive survey design was adopted. The target population was made up of 4606 staff. The sample size of 1382 staff (30%) was selected through proportionate stratified random sampling technique. Fifteen (15) items questionnaire instrument developed and validated two experts, tagged SPRMVUQ was used for data collection. To establish the order of effectiveness of staff years of working experience and direction of significance, the mean rating scores were subjected to Scheffe's multiple comparison tests for a post hoc analysis. The total respondents were from Niger Delta University (NDU), 598 (43%) were from Federal University, Otuoke (FUO) and 117 (9%) were of University of Africa, Toru-Orua (UAT). The mean score of staff from Niger Delta University (NDU) 2.87 was greater than that of staff from Federal University of Otuoke (FUO) 2.73 and was in turn greater than staff from University of Africa Toru-Orua (UAT) 2.48 on their mean rating of resources management by Vice-Chancellors of public Universities. Statistical analysis revealed that, there is a significant difference among staff from NDU, FUO and UAT mean rating of resources management by Vice-Chancellors of public Universities. Institutions have significant joint influence on staff mean rating of resources management by Vice-Chancellors of public Universities. University staff should be highly conscious of the institution they work; because it has the inherent potential to influence their mean rating on resources management by Vice-Chancellors in Universities.

KEY WORDS: Institutions, staff, perceptions, resources, effective management, Vice chancellors.

INTRODUCTION

The post of vice-chancellor traditionally has three functions: as a Chief Executive Officer who is accountable for the management and organisation of the university; as a Chief Academic Officer responsible for providing clear academic leadership to the university and Chief Ambassador, responsible for representing the university successfully and with distinction locally, nationally and internationally. However, this fails to distinguish clearly between management and leadership (Stiglitz & Rosengard, 2015).

Management is the ability to cope with complexity, to devise structures and systems that produce order and harmony. Leadership is the ability to cope with change, to establish a new direction, and to get institutions and individuals to move in that direction. A vice-chancellor's job involves both management and leadership, but the latter is more important than the former. The key function of a vice-chancellor is to lead the university: to harness the social forces within it, to shape and guide its values, to build a management team, and to inspire it and others working in the university to take initiatives around a shared vision and a strategy to implement it. In short, a vice-chancellor should be an enabler rather than a controller. The job is 'to set the target that beckons a stretch target that drives the organisation forward by forcing innovation through deliberately creating a mis-fit between its ambitions and its current resources – and, having set it, to motivate people to hit it (Wu, et al; 2019).

Leadership is inextricably linked to change: to describe a person who merely administers the status quo without changing it as a leader would be a contradiction in terms. The author draws upon his experience to talk about the process of leading change in an academic institution and suggests that to lead successful and sustainable change you need to do three things: create a sense of urgency, develop an appropriate vision and strategy and create a supporting infrastructure. Universities are pluralistic institutions with multiple, ambiguous and conflicting goals. They are professional institutions that are primarily run by the profession (the academics) often in its own interests rather than those of the clients and they are collegial institutions in which the vice-chancellor is less a CEO who can manage by diktat and decree and more a managing partner in a professional firm who has to manage by negotiation and persuasion (Tomaszewska, 2020).

Change is extremely difficult to bring about in an institution with these characteristics. So, a prerequisite for change is some pressure often a threat from outside the institution – which convinces its members that change is necessary. These can be an official

report which comments unfavourably upon the performance of the institution, poor financial performance compared with its direct rivals or the declining academic reputation of the university (Tomlin & Irina, 2022).

Since the chief task of a vice-chancellor, or the head of any organisation, is ‘to set the target that beckons’, this target has to be formulated in such a way that it can be stated briefly in a mission statement, documents, speeches and elsewhere. People will march for a phrase such as ‘best in class’, ‘top international business school, the best’, ‘Access to Quality’; they will not march for a paragraph and, even less, for a page (Vrat, 2014).

Visions should contain a degree of aspiration – indeed, an element of rhetoric. The rhetoric needed to be turned into reality, and quickly. Although people would march for a phrase, they will not march very far unless they quickly begin to see evidence that the march is producing results. In short, there have to be some ‘quick wins. Ultimately, however, more fundamental changes need to be introduced if the rhetoric is to become a reality (Wen, 2017).

A sense of urgency, together with a vision and a strategy for achieving it, are important but not sufficient to bring about successful and sustainable change. You also need to create a supportive infrastructure. Such an infrastructure is composed of several elements, but four are particularly important: the managerial team; systems of decision making; systems for communicating; and systems for appraising and rewarding staff (Wilkinson, 2022).

If vice-chancellors are going to spend most of the time leading, then they need to recruit others to do the managing. They need to put together a group of managers who have sufficient coherence to work together as a team, and sufficient competence and power to manage the change. Having appointed these people, they must delegate as much of the problem solving, committee chairing and other work to them as possible in order to avoid becoming swamped with detail and having too little time to perform the key function of ‘setting the target that beckons and motivating people to hit it. To lead change successfully you need a decision-making structure that can respond rapidly to internal and external initiatives and pressures. This invariably means making the decision-making structures less hierarchal and complex (Wilson & Jibrin, 2014).

Many change initiatives fail because the vision and the strategy are not adequately communicated to the staff whose commitment and support are crucial to their success. Normal methods of communication – internal newspapers, meetings with deans and heads of school – are important, but the ‘informal’ is more important. Vice-chancellors need to get out and about both inside and outside the university. They need to visit schools and departments regularly, hold lunches and informal meetings with small groups of senior staff, new recruits and other natural groupings (Wulandari, 2017).

You cannot manage by ‘exhortation’. You need to change behaviour – and, ultimately, attitudes and values – so that they support, rather than undermine, the vision and the strategy. And to do so requires appropriate systems of appraisal and reward. New systems of appraisal including 360-degree assessment for senior management and promotion, which together linked the work of individuals much more directly to key institutional objectives need to be put in place. Having appraised individuals and units, you need to motivate them by recognising and rewarding achievement not only by thanks, praise and status but also by money. You need to allocate resources which will always be scarce to units and to individuals on a performance-related basis (Young, 2022a).

Vice-chancellors need to create an environment in which more people are prepared to take on the responsibility of converting ideas from words into action. Making change work takes several years because successful change is sustainable change which is anchored in the culture the core values of the institution, and this does not occur until the changes have been demonstrated to work and to be superior to the old approaches and methods. Cultural change comes at the end, not the beginning, of transformation processes (Young, 2022b).

Vice-chancellors will not be able to create successful and sustainable change, however, unless they see themselves as leaders rather than managers. They must organise the university and themselves in such a way to have time to perform the leadership functions that are central to the role and that they are better placed than anyone else to undertake. Finally, if vice-chancellors want to create successful and sustainable change, then they should not stay in the job for too long. Strengths often become weaknesses: either you push them to excess, or the context which made them appropriate changes and you fail to change with it because your successes have made you conservative. Hence vice-chancellors should heed the following advice: ‘Aim to stay for ten years. Go after nine: result, sighs of nostalgia. Go after eleven: result, sighs of relief’ (Yunas, 2014).

Bayelsa is a state situated in the southern portion of Nigeria, namely inside the central area of the Niger Delta region (Figure. 1). Bayelsa State was established in 1996 through the process of territorial reorganisation, wherein it was carved off from Rivers State. Consequently, it holds the distinction of being one of the most recently created states within the Nigerian federation. The state of Bayelsa derives its name from the amalgamation of the initial letters of its prominent local government areas, namely Brass LGA (BALGA), Yenagoa LGA (YELGA), and Sagbama LGA (SALGA). The region in question shares boundaries with Rivers State, from which it was previously a constituent, as well as Delta State.



Figure. 1. Location of Bayelsa State in Nigeria

Source: Jasper-Abowei and Sele, 2021

The state of Bayelsa is characterised by a significant Ijaw population, with the Ijaw languages being extensively utilised throughout the region. According to the 2006 census, the state in question is characterised by a relatively small population, rendering it the smallest in Nigeria. Additionally, it is noteworthy for its very diminutive geographical expanse, ranking among the smallest states in terms of area. Bayelsa State, located in the Niger Delta region, possesses a geographical landscape characterised by riverine and estuarine features, which hinder the establishment of substantial road infrastructure inside the state. The economy of Bayelsa State, located in the Niger Delta region, is primarily characterised by the dominance of the petroleum industry. The region under consideration is home to the Oloibiri Oilfield, which holds historical significance as the initial location of oil discovery in Nigeria. As of 2015, this area was projected to provide approximately 30-40% of the nation's total oil production. Despite the significant contribution of hosting one of the nation's major crude oil and natural gas deposits to the local economy, the state continues to face persistent challenges in the form of widespread poverty and environmental damage resulting from oil spills.

Bayelsa state, for now, has no Private University, only one Federal & three State universities. They include: • Federal University, Otuoke, Bayelsa (Federal Owned). • Niger Delta University Yenagoa (State Owned). • University of Africa Toru Orua, Bayelsa State (State Owned). • Bayelsa Medical University (State Owned). Studies on the institutions staff perceptions on vice chancellors’ management of resources in public universities in Bayelsa state, contributes baseline/information academically to support the literature base of scholars in the field of educational management and other allied and closely related fields of studies in our university system.

METHODOLOGY

Analytical descriptive survey design was adopted in this study. According to Tomlin and Irina (2022), an analytical descriptive survey design supports an investigator to compare different demographic details of the population using hypotheses (Ezeanvim & Ufoard, 2019). In this study, the demographic details of interest are that marital status which were utilized to compare their opinion on the subject matter under investigation. Another significant reason to utilize this design is that it does not allow an investigator to manipulate the independent variable in the study (Guth, 2021).

The target population of this study was made up of 4606 staff from three public Universities Bayelsa State during the 2021/2022 academic session (Office of the Establishment Officer of the three, 2023). This is distributed as 2223, 1994 and 389 staff from Niger Delta University (NDU), Federal University of Otuoke (FUO) and University of Africa, Toru-Orua (UAT) 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 seek for information on Vice-Chancellors management of resources in universities. In addition, the 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

The validity of the instrument was implemented by the investigator’s supervisor and two experts. One of the experts is from educational management and planning, while the other expert came from measurement and evaluation unit of the Department of Educational Foundations in Niger Delta University, Wilberforce Island of Bayelsa State. The supervisor executed the validity process on the direction of the instrument face validity. The expert from educational management and planning worked on the clarity and usability of the instrument on the content aspect. Alternatively, the expert from measurement and evaluation considered the validity of the instrument on the construct angle. All the constructive comments, corrections, suggestions and observations were adequately accommodated and applied properly in the final draft of the instrument. 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 reliability of the instrument staff perception and management of resources by Vice-Chancellors in universities questionnaire (SPMRVUQ) was administered to 30 staff of Bayelsa State Medical University (BMU), Yenagoa that were not part of the main population of the study. The instrument was administered to the staff once and the scores obtained from the administration of the instrument were used to establish the internal consistency of the instrument reliability coefficient value in which Cronbach’s Alpha analysis strategy was utilized. The internal consistency of the reliability coefficient value was derived for 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 high rate of return of various copies of the questionnaire instrument distributed. A total of 1410 copies of the instrument were distributed, however, 1382 (98%) copies of the instrument were completely administered by the respondents, while 28 (2%) copies were not properly administered as a result were not utilized for the purpose of analysis in the study. The duration of period for distribution and retrieval of copies of the instrument for data collection lasted for ten (10) weeks.

The data collected in this study were analyzed with both descriptive and inferential statistical tools. The descriptive statistical tool of simple percentage analysis was utilized to analyze the demographic data in the study. In addition, mean and standard deviation descriptive statistical tools were also deployed to answer the research questions; The inferential statistical tool of interest applicable in the study for data analysis was Z-test, for the hypotheses. All hypotheses were tested at 0.05 level of significance. In addition, the Statistical Package for Social Sciences (SPSS) version 25 was the focal point utilization of all the analyses.

RESULTS AND DATA ANALYSIS

Table 2: Percentage Distribution of Respondents by Institution

S/N	Institution	Frequency	Percentage
1	Niger Delta University	667	48
2	Federal University, Otuoke	598	43
3	University of Africa, Toru-Orua	117	9
4	Total	1382	100

The data presented in Table 2 shows that 667 (48%) of the total respondents were from Niger Delta University (NDU), 598 (43%) were from Federal University, Otuoke (FUO) and 117 (9%) were of University of Africa, Toru-Orua (UAT). This implies that respondents from NDU were more in number than their other counterparts in the study.

Research Question

What difference exist among staff from NDU, FUO and UAT mean rating of resources management by Vice-Chancellors of public Universities in Bayelsa State, Nigeria?

Table 3: Summary of mean and standard deviation scores of the difference among staff from NDU, FUO and UAT mean rating of resources management by Vice-Chancellors of public Universities

S/N	Resources management by Vice-Chancellors in public universities	NDU Mean	FUO Mean	UAT Mean	Total Mean	Decision
1	Financial resources are properly managed by Vice-Chancellor in my institution	2.67	2.61	1.88	2.57	Accepted
2	Internally generated revenue are adequately managed by Vice chancellors in the institution	3.13	3.12	2.95	3.11	Accepted
3	Funds reached from government are utilized by Vice-Chancellor in the institution for all.	2.89	2.86	2.56	2.85	Accepted
4	The Vice-Chancellor ensures that funds provided by TETFUND are well managed in my institution	3.12	3.04	2.79	3.06	Accepted
5	Funds received from Philanthropies are adequately used by Vice-Chancellor in my institution	2.91	2.58	2.77	2.75	Accepted
6	Adequate provision of furnitures is a priority by the Vice-Chancellor in my institution.	2.93	2.75	2.60	2.82	Accepted
7	Inadequate classrooms affect effective management of students by the Vice-Chancellor in the institution.	2.92	3.16	2.82	3.01	Accepted
8	The Vice-Chancellor support effective provision of teaching facilities in my institution.	3.30	3.00	2.88	3.13	Accepted
9	Lack of well-equipped laboratories makes the management of facilities difficult for Vice-Chancellor in my institution.	2.84	2.52	2.56	2.68	Accepted
10	Availability of adequate infrastructural facilities enhances Vice-Chancellor effectiveness in the institution,	2.51	2.49	2.53	2.50	Accepted
11	The Vice-Chancellor relate cordially with staff in the institution.	2.75	2.66	2.02	2.65	Accepted
12	Lack of transparency in resources management by the Vice-Chancellor is a problem in my institution.	2.81	2.30	1.88	2.51	Accepted
13	Vice-Chancellor use of diplomatic ways of cautioning erring staff motivates growth in the institution.	2.75	2.86	2.68	2.79	Accepted
14	The Vice-Chancellor use of democratic style of leadership promotes management of resources in the institution effectively.	2.68	2.43	1.79	2.49	Rejected
15	Vice-Chancellor use of autocratic style of leadership is detrimental to the well being of staff in my institution	2.80	2.57	2.50	2.68	Accepted
	Grand mean	2.87	2.73	2.48	2.77	Accepted

Cut-off mean = **2.50**; NDU = **667**; FOU = **598**; UAT = **117** and Total = **1382**

The data represented in Table 3 indicates that, the mean rating scores of staff from NDU in all items were greater than the cut-off mean score of 2.50 with mean rating scores of 2.67, 3.13, 2.89, 3.12, 2.91, 2.93, 2.92, 3.30, 2.84, 2.51, 2.75, 2.81, 2.75, 2.68 and 2.80 respectively. This implies that all items were accepted by the staff from NDU. Alternatively, the mean rating scores of staff from FOU in all items were greater than the cut-off mean score of 2.50 except items 10, 12 and 14 with mean rating scores of 2.61, 3.12, 2.86, 3.04, 2.56, 2.75, 3.16, 3.00, 2.52, 2.49, 2.66, 2.30, 2.86, 2.43 and 2.57 respectively. This implies that all items were accepted except that of items 10, 12 and 14. In the similar format, the mean rating scores of staff from UAT in all items were greater than the cut-off mean score of 2.50 excepts items 1, 11, 12 and 14 with mean rating scores of 1.88, 2.95, 2.56, 2.79, 2.77, 2.60, 2.82, 2.88, 2.56, 2.53, 2.03, 1.88, 2.68, 1.79 and 2.50 respectively. This shows that not all items were accepted. Table 4.14 further indicates that, on the whole the total mean rating scores for all items were equally greater than the cut-off mean score of 2.50 except item 14 with mean rating 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 that of item 14. The grand mean rating score of staff from NDU (2.87) was greater than that of the staff from FOU (2.73) which is also greater than staff from UAT (2.48) with a total grand mean rating score of (2.77) being greater than the cut-off mean score of 2.50 except that of staff from UAT category. This implies further that, staff from NDU mean rating score of resources management by Vice-Chancellors of public Universities is better than their other colleagues in the study. Consequently, the observed difference in the mean rating scores was subjected to one-way analysis of variance (ANOVA) in order to confirm if the difference is significant or not (see Table 4.26).

Hypothesis

There is no significant difference among staff from NDU, FOU and UAT 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 from NDU, FOU and UAT mean rating of resources management by Vice-Chancellors of public Universities

Model	Sum of Squares	df	Mean Square	F	Sig.	Decision at P < 0.05
Between groups	16.714	2	8.537	53.646	0.000	*
Within groups	214.825	1379	0.156			
Total	231.539	1381				

* = Significant at 0.05 alpha Level; Critical F 2, 1379 = 2.99; N = 1382.

The data presented in Table 4 reveals that the one-way analysis of variance (ANOVA) is significant at $p < 0.05$ alpha level because, the calculated F- value of 53.646 is greater than the critical F-value of 2.99 at 0.05 alpha level with 2 and 1379 degrees of freedom. Hence, the null hypothesis cannot be accepted. Therefore, the alternative hypothesis which states that, there is a significant difference among staff from NDU, FOU and UAT mean rating of resources management by Vice-Chancellors of public Universities in Bayelsa State, Nigeria is upheld. To authenticate the order of effectiveness of Staff University 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 university

University	University	Mean difference	Sig.
NDU	FUO	0.136	0.000
	UAT	0.383	0.000
FUO	NDU	-0.136	0.000
	UAT	0.247	0.000
UAT	FUO	-0.383	0.000
	NDU	-0.247	0.000

The data presented in Table 5 reveals scheffe's post hoc test analysis of staff mean rating of resources management by Vice-Chancellors of public Universities based on university. Table 5 also indicates that the mean difference between staff from NDU and FUO is 0.136; between NDU and UAT is 0.383 and between FUO and UAT is 0.247. This implies that staff from NDU is the most effective, followed by FUO and the least are the staff from UAT in their mean rating of resources management by Vice-Chancellors in public Universities.

SUMMARY OF FINDINGS

There is a significant difference among staff from NDU, FOU and UAT mean rating of resources management by Vice-Chancellors of public Universities in Bayelsa State, Nigeria.

DISCUSSION OF FINDINGS

The result indicates that, the mean score of staff from Niger Delta University (NDU) 2.87 was greater than that of staff from Federal University of Otuoke (FUO) 2.73 and was in turn greater than staff from University of Africa Toru-Orua (UAT) 2.48 on their mean rating of resources management by Vice-Chancellors of public Universities. Statistical analysis revealed that, there is a significant difference among staff from NDU, FUO and UAT mean rating of resources management by Vice-Chancellors of public Universities.

The result implies that, an institution a staff works enhances their mean rating of resources management by Vice-Chancellors of public Universities. The result also indicates that staff from Niger Delta University (NDU) rated higher the resources management by Vice-Chancellors of public Universities than that of their other institutional colleagues in the study. The rating of the staff from NDU institution is expected and not surprising, because of their long-standing exposure to management issues in the university system. The finding of this study is in conformity with the findings of Guth, (2021) that, there is a significant difference among staff from NDU, FUO and UAT mean rating of resources management by Vice-Chancellors of public Universities. Alternatively, the finding of this study is not in conformity with the findings of Tomlin and Irina (2022) that, there is no significant difference among staff from NDU, FUO and UAT mean rating of resources management by Vice-Chancellors of public Universities.

CONCLUSION AND RECOMMENDATION

Institutions have significant joint influence on staff mean rating of resources management by Vice-Chancellors of public Universities. Based on the conclusion, the study recommended that, University staff should be highly conscious of the institution

they work; because it has the inherent potential to influence their mean rating on resources management by Vice-Chancellors in Universities.

LIMITATIONS OF THE STUDY

The study was exposed to various forms of constraints, which to some extent may have influence the outcome of the study positively or negatively. These include:

1. the concentration of the study to Universities in Bayelsa State makes it difficult for generalization of the study findings outside the universities in the State; and
2. the investigator also encounters other logistical problems such as inability to cover all existing universities in the State.

CONTRIBUTION TO KNOWLEDGE

The results from the study provides baseline data/information for further studies and policy makers for the management of tertiary institutions in the state ,educational institutions, nation and the general public.

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