

Resource Provision and Utilization for Quality Instructional Delivery in Federal Universities in North Central Zone, Nigeria

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Abstract

The study examined the extent of resource provision and utilization for quality instructional delivery in federal universities in North Central Zone, Nigeria. Four research questions and four null hypotheses guided the study. Explanatory sequential mixed methods research design was adopted for the study. The population of the study consisted of 893 heads of unit, 4631 academic staff and 302 support staff giving a total population of 5826. The multi-stage sampling procedure was used to select the sample size. The sample for the study was 572, comprising 452 academic staff, 90 heads of units and 30 support staff from 4 selected federal universities used for the study. Two instruments were used to collect data. A twenty-item questionnaire titled Resource provision and utilization for quality instructional delivery Questionnaire (RPUQIDQ) and a structured interview. The data collected were analyzed using mean and standard deviation to answer the research questions and independent t- test was used to test the null hypotheses. The findings revealed that there is no significant difference between the opinions of academic staff and heads of units on the extent resources are provided and utilized in federal universities. The study further revealed that the provision of physical facilities and human resources for quality instructional delivery in federal universities in North Central, Nigeria is to a low extent. On utilization of resources for quality instructional delivery, the study revealed that utilization of physical facilities for quality instructional delivery in federal universities in North Central, Nigeria is to a low extent while utilization of human resources for quality instructional delivery is to a high extent. The thematic analysis was used to analyze the qualitative data collected for the study. The result corroborated the views of the academic staff and heads of units on all variables studied. It was therefore recommended among others, that the federal government should step up provision of physical facilities to universities in the study area so as to make the universities environment more conducive and university management should ensure effective and efficient utilization of available resources towards the enhancement of quality instructional delivery processes in the universities.

Keyword: *Resource provision, Resource utilization, Quality instructional delivery.*

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Introduction

Resources constitute a strategic factor in organizational functioning. This is so because they determine to a large extent the smooth functioning of any social organization or system including education. Thus, the importance of adequate provision and utilization of instructional facilities to teaching and learning or education cannot be over-emphasized. Quality education cannot be attained without the necessary educational resources which play major roles in the attainment of educational objectives and goals. Adequate availability and utilization of the needed educational resources to a large extent contribute to quality instructional delivery and good academic achievement of students even in the universities.

Universities are educational institutions of highest level. According to Alemu (2018), a university is a higher learning institution that brings men and women to a high level of intellectual development in the arts and science, and in the traditional professional disciplines, and promotes high-level research. Perkin (2007) affirmed that, universities are institutions of higher education, usually comprising colleges of liberal arts and sciences and graduate and professional schools and having the authority to confer degrees in various fields of study. A university differs from a college in that it is usually larger, has a broader curriculum, and offers graduate and professional degrees in addition to undergraduate degrees.

Universities are expected to make possible changes on contemporary issues that pose challenges to the society. Bolton and Lucas (2008) believed that universities work with contemporary problems and render the appropriate discoveries and understanding that they generate, some of which may not appear immediately relevant but have the proven potential to yield great future benefit.

The purpose and relevance of university education in Nigeria is fully captured in the objectives of higher education as stipulated by the Federal Republic of Nigeria (2014) in her national policy on education, thus:

- To contribute to national development through high level relevant manpower training;
- To develop and inculcate proper values for the survival of the individual and society;
- To develop the intellectual capability of individuals to understand and appreciate their local and external environment;
- To acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- To promote and encourage scholarship and community service;
- To forge and cement national unity; and
- To promote national and international understanding and interaction (p.7).

However, universities do not exist in a vacuum but they survive using essential elements which influence and facilitate their operations towards attainment of the stated goals and objectives. Therefore, universities perform their roles of teaching, research and provision of service to the society which are expected to be carried out through staff and students' interaction with educational resources without which teaching and learning processes as well as institutional management would not be possible.

Resources have been defined and explained in various ways by different authors. Agabi (2010) defined resources as the basic tools necessary for effective performance of tasks for the growth and development of human organizations. According to Agabi, the constitution of a resource is determined by the uses to which it can be put. Elemchi (2018) simplified the above definition by observing that anything individuals and organizations make available and use to achieve an objective is a resource. Okendu (2012) affirmed that all materials and non-material factors that are necessary and are contributive to the attainment of goals in any institution are regarded as resources. A resource therefore is an available supply of material and non-material factors that can be drawn upon when needed.

Resources are considered as an indispensable part of any organization (Okendu, 2012). They are what give life to the organization and keep the organization running. No organization survives without

available resources to ensure its operation. Thus, the provision and utilization of resources is a necessary tool for goal attainment in every organization.

Resource provision could be described as the making available of all the teaching and learning materials in adequate proportion to upgrade quality and support educational development (Onyema & Picho, 2015). According to Usman (2016) resources will be considered provided when they are made available and ready to be used, able to be used or they can easily be found and used. Contextually, resource provision which seems to have a nexus with quality instructional delivery refers to the acquisition of satisfactory and standard requirements that are ready for use at individual's disposal in facilitating effective instructional activities in the university.

There exist a wide range of resources that are commonly used for administrative purposes and to enhance effective teaching and learning processes in the universities. Babalola (2012) mentioned some of these resources to include men, machines, brains and money which are planned, organized, directed, controlled and coordinated in order to achieve better teaching and learning processes. Furthermore, resources that are being used to enhance quality instructional delivery in the universities include offices, lecture theaters and halls; library facilities and laboratory equipment, hostels, vehicles, machines, projectors, sports facilities, power plant, buildings, landed properties, Information and Communication Technology (ICT) facilities and all materials used for administrative, teaching and learning purposes.

In this study, resources necessary for effective instructional delivery are discussed under physical facilities. Physical facilities are the tangible resources that can easily be seen and observed in any educational institution. In the university system, physical facilities are described as materials and equipment designed to serve specific educational purposes (Isa & Wan-Yusoff, 2015). Physical facilities available in the universities include infrastructural and instructional facilities. While infrastructural facilities include hostels, lecture halls and theatres, power plant, office accommodations, conducive environment among others, instructional facilities include machines, library facilities, Information and Communication Technology (ICT) facilities, Internet connections, laboratory equipment, projectors and all materials necessary for teaching and learning purposes (Babalola, 2012). These facilities are needed by both staff and students for teaching and learning purposes. However, facilities are planned and acquired based on the needs of the organization. In the university system, these facilities are basically needed for the enhancement of teaching and learning processes. Physical facilities in the universities without doubt are very important for both effective administrative activities and for quality instructional delivery.

Despite the importance of physical facilities to the teaching /learning process, it is however observed that, most federal universities in Nigeria have gross inadequacy of physical facilities with available ones being rated far below the state of the art. According to Anifowose and Lawal (2013), facilities that are necessary for quality service delivery are scarce in universities in Nigeria while available ones are more often than not obsolete. Akpakwu (2012) submitted that, facilities available in the universities in North Central states are in short supply and often of low quality, obsolete or degenerated. It is also perceived that the available facilities in the universities lack adequate maintenance and are not well utilized. This is evident by the presence of abandoned structures and dilapidated lecture theaters/halls with broken windows, doors and furnitures that characterized the university campuses.

Resource utilization refers to the actual use of the available resources to achieve educational objectives for which they are meant (Essien, 2017). It is important to mention that no matter how well stuffed with resources, an educational institution may fail to achieve its desired results if there is no adequate and efficient utilization of available resources. Blunt (2010) affirmed that it is not the availability of resources alone that guarantees effective performance of schools, but their adequacy and effective utilization. This implies that no matter how well a school is organized and loaded with educational resources, without effective and efficient utilization of those available resources, the school would find it extremely difficult to achieve its desired result of delivering quality instruction. This is to say that proper utilization of resources

makes the instructional processes to be more efficient and effective thereby enhancing the output of the instructional delivery which would be adjudged to be of high quality.

Quality is described as conformity to specifications. According to Mbon, Omorobi, Owan and Ekpenyong (2019), quality can be seen as the degree to which a phenomenon conforms to an established standard. Instructional delivery on the other hand, refers to the act of sending information and procedures to comprehend and adhere by the receiver (Merriam, 2019). It connotes a situation where the teacher carefully selects the methods and techniques for handing down learning experiences to learners through appropriate medium of communication.

Resource provision and utilization is no doubt a significant tool necessary for quality instructional delivery in the universities. In higher education institutions such as the universities, teaching and research are the priority areas for improvement in quality service delivery (Haskova, 2016). It is pertinent to note that, achievement of quality instructional delivery in the universities is dependent on how the resources identified in this study are provided and utilized.

Statement of the Problem

Educational resources are the requisites to quality instructional delivery at any level of educational system because they create an enabling environment that is necessary for effective teaching and learning processes. It is however observed that, there has been a steady decline in the provision and the utilization of resources in Nigerian universities which seems to affect the quality of instruction delivered in these universities. It is against these shortcomings that this study set out to ascertain the extent of resource provision and the utilization in federal universities in North Central, Nigeria.

Purpose of the Study

The general purpose of this study was to investigate the extent of resource provision and utilization for quality instructional delivery in federal Universities in North Central, Nigeria.

Specifically, the study sought to: -

1. ascertain the extent physical facilities are provided for quality instructional delivery in federal universities in North Central, Nigeria.
2. find out the extent physical facilities are utilized for quality instructional deliver in federal universities in North Central, Nigeria.

Research Questions

The study was guided by the following research questions;

1. What is the extent of provision of physical facilities for quality instructional delivery in federal universities in North Central, Nigeria?
2. What is the extent of utilization of physical facilities for quality instructional delivery in federal universities in North Central, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

- Ho₁** There is no significant difference in the mean ratings of heads of units and the academic staff on the extent of provision of physical resources for quality instructional delivery in federal universities in North Central, Nigeria.
- Ho₂** There is no significant difference in the mean ratings of heads of units and academic staff on the extent of utilization of physical resources for quality instructional delivery in federal universities in North Central, Nigeria.

Methodology

Explanatory sequential mixed methods research design was used to carry out this study. The study was carried out in the North Central Zone of Nigeria. The population of this study comprised 5,826 staff in which 893 heads of units are deans of faculties and departmental heads, 4631 are academic staff and 302 are support staff from the seven (7) universities located in the North Central zone. A total sample size of 572 was used. The sample size was determined using multi-stage sampling procedure. At the first stage sampling, simple random sampling technique by slip of papers method was used to select four institutions, two faculties from each institution and two departments accordingly. The heads of units comprising deans and departmental heads from sampled faculties and departments were selected using the purposive sampling. The stratified random sampling was used to select the academic staff and the support staff. The respondents consisted of 572 heads of units, academic staff and support staff drawn from the total population. 90 heads of units and 452 academic staff responded to the questionnaire while 30 support staff reacted to the Structured Interview Schedule, thus given a total sample size of 572. Two instruments were used to collect data for this study. They are an adapted questionnaire titled Resource Provision and Utilization for Quality Instructional Delivery Questionnaire (RPUQIDQ) and a Structured Interview Schedule. The questionnaire was structured on a four-point rating scale with a response style of Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point. The Structured Interview Schedule consisted of open-ended questions structured in line with the research questions. It was designed to solicit the opinions of respondents on the extent of provision and utilization of resources for quality instructional delivery in federal universities in North Central, Nigeria. The instruments were given to three experts, two in Educational Foundations (Educational management unit and Measurement and Evaluation), and one in Science Education all in faculty of education, University of Nigeria, Nsukka. The instruments were further subjected to a pilot testing on forty university staff who were not part of the sample. The data generated were analysed using Cronbach Alpha and the entire instrument yielded a result of 0.72 implying that the instrument was reliable. Mean and standard deviation were used to answer the research questions while t-test statistics was used to test the null hypotheses. The decision was based on the real limits of numbers as follows: a mean response score of 3.50- 4.00 was considered Very High Extent (VHE), 2.50- 3.49 High Extent (HE), 1.50- 2.49 Low Extent (LE) and 0.50-1.49 Very Low Extent (VLE). The hypotheses were tested at 0.05 level of significant. The qualitative data collected through collected through the interview schedule were analyzed using the thematic method of analysis. The findings revealed that there is no significant difference between the opinions of academic staff and heads of units on the extent resources are provided and utilized in federal universities. The study further revealed that the provision of physical facilities for quality instructional delivery in federal universities in North Central, Nigeria is to a low extent. Furthermore, the study revealed that utilization of physical facilities for quality instructional delivery in federal universities in North Central, Nigeria is also to a low extent. The thematic analysis was used to analyze the qualitative data collected for the study. The result corroborated the views of the academic staff and heads of units on all variables studied. Based on these findings, it was therefore recommended among others, that the federal government should step up provision of physical facilities to universities in the study area so as to ensure quality instructional delivery in the universities and university management should ensure effective and efficient utilization of available resources towards the enhancement of quality of the instructions delivered in the universities.

Results

The results were analyzed and interpreted in line with the research questions and hypotheses.

Research Question One:

What is the extent of provision of physical facilities for quality instructional delivery in federal universities in North Central, Nigeria?

Table 1: Mean and standard deviation of the respondents on the extent of provision of physical facilities for quality instructional delivery in federal universities in North Central, Nigeria

S/N	Item statement	Academic Staff (n=452)		Heads of Units (n=90)		Overall		Dec
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
1	Lecture theaters are well equipped with furniture to enable qualitative teaching and learning process.	2.23	0.63	2.13	0.72	2.21	0.65	LE
2	There are adequate functional ICT facilities to aid instructional delivery.	2.29	0.66	2.17	0.69	2.27	0.66	LE
3	There are well furnished office accommodations for academic staff to enable them carryout quality lesson preparations and other academic activities..	2.22	0.67	2.17	0.69	2.21	0.67	LE
4	The university Library is equipped with modern facilities to help academic staff in research and lesson preparation towards quality instructional delivery.	2.27	0.66	2.20	0.70	2.26	0.67	LE
5	Available laboratories are stocked with necessary equipment to enable lecturers to relate theory to practice during lesson delivery.	2.31	0.66	2.11	0.71	2.28	0.67	LE
Cluster Mean		2.26	0.54	2.15	0.57	2.24	0.54	LE

The result of the study as presented on Table 1 shows the mean and standard deviation of respondents on the extent of provision of physical facilities for quality instructional delivery in federal universities in North Central, Nigeria. Result shows that the provision of physical facilities for quality instructional delivery in federal universities in North Central, Nigeria is to a low extent. The respondents' responses are as follows: Lecture rooms /theatres are equipped with furniture, fans, air conditioners and overhead projectors(\bar{X} =2.21, SD = 0.65), there are adequate and functional ICT facilities to aid instructional delivery(\bar{X} =2.27, SD = 0.66), there are well furnished office accommodations for academic staff(\bar{X} =2.21, SD = 0.67), the university Library is equipped with modern and functional library facilities to help staff in research and lesson preparation(\bar{X} =2.26, SD = 0.67) and available laboratories are stocked with necessary equipment and projectors to enhance effective practical lessons(\bar{X} =2.28, SD = 0.67). This is because the

overall mean ratings are within the range of 1.50-2.49 set as criterion for low extent. The overall cluster mean rating of 2.24 with a standard deviation of 0.54 shows that the provision of physical facilities for quality instructional delivery in federal universities in North Central, Nigeria is to a low extent.

This result is further buttressed by the findings from the interview conducted on thirty (30) respondents across the sampled universities. On “whether Lecture rooms /theatres are equipped with furniture, fans, air conditioners and projectors”, majority of the interviewees stated that; *“Our lecture rooms and lecture theatres have no air conditioners at all and some of the fans are no longer working, the furnitures are broken and need replacement”*. On whether there are adequate and functional ICT facilities to aid instructional delivery”, most of the interviewees said that: *“the available ICT facilities to aid instructional delivery are not adequate and some of the available ones are not even functional, therefore we need more ICT facilities in our university to enhance quality instructional delivery”*. In all, the result of the interview equally shows that the provision of physical facilities for quality instructional delivery in federal universities in North Central, Nigeria is to a low extent.

Research Question Two:

What is the extent of utilization of physical resources for quality instructional delivery in federal universities in North Central, Nigeria?

Table 7: Mean and standard deviation of the respondents on the extent of Utilization of Physical resources for quality instructional delivery in federal universities in North Central, Nigeria

S/N	Item statement	Academic Staff (n=452)		Heads of Units (n=90)		Overall (n=542)		Dec
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
16	Available facilities are well maintained for continuous use for instructional purpose.	1.85	0.89	1.84	0.87	1.85	0.89	LE
17	Lecture theatres equipped with furniture are used for instructional purpose.	2.80	0.51	2.73	0.59	2.79	0.53	HE
18	Library facilities are adequately used by academic staff for research purposes and lesson preparations.	2.01	0.95	2.24	0.92	2.05	0.95	LE
19	Equipment in the laboratories and workshops are functional and are used by academic staff for instructional purpose.	1.91	0.94	1.88	0.92	1.90	0.94	LE
20	Academic staffs make use of ICT facilities to aid instructional delivery processes.	1.88	0.89	1.97	0.93	1.89	0.90	LE

Cluster Mean	2.08	0.58	2.13	0.56	2.09	0.57	LE
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The result of the study as presented on Table 7 shows the mean and standard deviation of respondents on the extent of utilization of physical resources for quality instructional delivery in federal universities in North Central, Nigeria. Result shows that the following are to a low extent, these include: Available facilities are well maintained for continuous use for instructional purpose ($\bar{X} = 1.85$, $SD = 0.89$), library facilities are adequately functional and are used by staff for research purposes ($\bar{X} = 2.05$, $SD = 0.95$), equipment/machines in the laboratories and workshops are functional and are used by staff for instructional purpose ($\bar{X} = 1.90$, $SD = 0.94$) and staff makes use of ICT facilities to aid instructional processes ($\bar{X} = 1.89$, $SD = 0.90$). On the other hand, result shows that lecture halls and theatres are used for academic purposes to a high extent ($\bar{X} = 2.79$, $SD = 0.53$). The overall cluster mean rating of 2.09 with a standard deviation of 0.57 shows that the utilization of physical resources for quality instructional delivery in federal universities in North Central, Nigeria is to a low extent. This is because the mean rating is within the range of 1.50 – 2.49 set as criterion for low extent.

The result was also supported by the finding from interview schedule with key respondents from the universities sampled. On “whether the available facilities are well maintained for continuous use for instructional purpose and the Lecture halls and theatres are used for academic purpose”. Majority of the respondents stated that; *“The available facilities are sometimes maintained for academic purposes but this is not done always hence some of the facilities are dilapidated and abandoned without repairs”*. On “whether Library facilities are adequately functional and are used by staff for research purposes” Majority of the interviewees stated that: *“The library facilities especially the ICT facilities are not working properly, there are not even adequate for the library users”*. The respondents also stated that *“Since majority of the academic staff have their laptops, they rarely visit the library for academic purposes since the books and journals are obsolete”*. On the whole, the result of the study shows that the utilization of physical resources for quality instructional delivery in federal universities in North Central, Nigeria is to a low extent.

Hypothesis One

H0₁: There is no significant difference between the mean ratings of heads of units and the academic staff on the extent of provision of physical facilities for quality instructional delivery in federal universities in North Central, Nigeria.

Table 2: Independent t-test analysis of the difference in the mean responses of heads of units and the academic staff on the extent of provision of physical facilities for quality instructional delivery in federal universities in North Central, Nigeria

Group	n	\bar{x}	SD	t-value	df	p.value	Dec.
Heads of Units	90	2.15	0.57	-1.68	540	0.09	NS
Academic Staff	452	2.26	0.54				

Note: NS = Not Significant, $\alpha = 0.05$

Result in Table 2 shows that a t-value of ($t = -1.68$, $df = 540$, $p = 0.09$) was obtained. Since the probability value of 0.09 is greater than 0.05 set as level of significance, the null hypothesis is not rejected. Inference drawn therefore is that, there is no significant difference between the mean ratings of heads of units and the academic staff on the extent of provision of physical facilities for quality instructional delivery in federal universities in North Central, Nigeria. This implies that both academic staff and heads of units share the same opinion on the provision of physical facilities for quality instructional delivery in federal universities in North Central, Nigeria.

Hypothesis Two

H0₄: There is no significant difference between the mean ratings of heads of units and the academic staff on the extent of utilization of physical resources for quality instructional delivery in federal universities in North Central, Nigeria.

Table 8: Independent t-test analysis of the difference in the mean responses of heads of units and the academic staff on the extent of Utilization of Physical Resources for quality instructional delivery in Federal Universities in North Central, Nigeria

Group	N	\bar{x}	SD	t-value	df	p.value	Dec.
Heads of Units	90	2.13	0.56	0.65	540	0.51	NS
Academic Staff	452	2.08	0.58				

Note: NS = Not Significant, $\alpha = 0.05$

Result in Table 8 shows that a t-value of ($t = 0.65$, $df = 540$, $p = 0.51$) was obtained. Since the probability value of 0.51 is greater than 0.05 set as level of significance, the null hypothesis four is not rejected. Inference drawn is that, there is no significant difference between the mean ratings of heads of units and the academic staff on the extent of utilization of physical resources for quality instructional delivery in federal universities in North Central, Nigeria. This equally implies that academic staff and heads of units share the same opinion on the utilization of physical resources for quality instructional delivery in federal universities in North Central, Nigeria.

Discussion of findings

The finding of the study on research question one shows that the provision of physical facilities for quality instructional delivery in federal universities in North Central, Nigeria is to a low extent. The result is in agreement with Uchendu and Agabi (2020) and Edokpolor and Dumbili (2019) who found among others that the extent of provision of physical resources in the universities was low and that the available physical resources are poorly maintained. This implied that qualitative teaching and learning of educational programmes would be hampered in these institutions.

Also, the result of the study which dwelt on the extent of utilization of physical resources for quality instructional delivery in federal universities in North Central, Nigeria shows that the utilization of physical resources for quality instructional delivery in federal universities in North Central, Nigeria is to a low extent. The finding of the study also agrees with Ezenwafor and Onokpaunu (2018) and Eze and Asa (2014) who found among others that ICT facilities are not adequately utilized because they are in short supply. Facilities

have to be adequate in order to be effectively utilized for the purpose of achieving educational goals at all levels of the nation's educational system. Therefore, within the limits of this study, it could be conveniently expressed that, the low extent of provision of physical facilities in federal universities in North Central, Nigeria apparently results to their low utilization for quality instructional delivery in the universities.

Conclusion

Based on the findings of the study, it was concluded that the provision of physical resources for quality instructional delivery in federal universities in North Central, Nigeria is to a low extent. Also the utilization of physical resources for quality instructional delivery in federal universities in North Central, Nigeria is to a low extent.

Recommendations

The following recommendations were made based on the findings of the study

1. The federal government should step up provision of physical facilities to universities in the study area so as to make the universities environment more conducive for teaching and learning processes.
2. University management should ensure effective and efficient utilization of available resources towards the enhancement of quality instructional delivery processes in the universities.

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