
Resource Wastages in Public Tertiary Institutions in Nigeria: Effects and Way Forward

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Abstract: This article explores the underlining causes of resource wastages in Public Tertiary Institutions in Nigeria. Discussions on the article were centered on; concept of resources, classification of resources, concept of resource wastages in Public tertiary institutions in Nigeria, the root causes of resource wastages in Public tertiary institutions in Nigeria, the effects of resource wastages in public tertiary institution in Nigeria. Data for the article is sourced from print and on-line materials from notable authors and researchers for novelty. The study concludes that, any reason for resource wastages in Public tertiary institution is an act that takes two to tangle regarding the root causes.

Keywords: Administration, Corruption, Public, Tertiary, Universities, Waste.

Introduction

Public Tertiary Institutions are institutions owned by the government and financed through public funds. Public tertiary institutions are institutions established by the law of the parliament to provide a public higher education for the people within the country (Ogunode, Okwelogu, Olatunde-Aiyedun, (2021). Tertiary Education is the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI) (FRN, 2013). The goals of Tertiary Education shall be to: Contribute to national development through high level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction (FRN, 2013).

Tertiary Educational institutions shall pursue these goals through: Quality student intake; quality teaching and learning; research and development; high standards in the quality of facilities, services and resources; staff welfare and development programmes; provision of a more practical based curriculum relevant to the needs of the labour market; generation and

dissemination of knowledge, skills and competencies that contribute to national and local economic goals which enable students to succeed in a knowledge-based economy; a variety of flexible learning modes including full-time, part time, block release, day-release, and sandwich programmes; access to training funds such as those provided by the Industrial Training Fund (ITF), Tertiary Education Trust Fund (TETFund); Students Industrial Work Experience Scheme (SIWES) that is well structured, coordinated and supervised; maintenance of minimum educational standards through appropriate regulatory agencies; an all-inclusive credible admissions policy for national unity; supporting affordable, equitable access to tertiary education through scholarships and students' loans; inter-institutional co-operation and linkages; and dedicated services to the community through extra-mural and extension services (FRN, 2013). The realization of the objectives of tertiary education hinges on the availability of human and material resources. The human resources are human beings while the materials resource are materials things. Both resources are useful in all form of educational institutions especially the tertiary institutions.

Tertiary institutions in Nigeria are faced with many challenges (). One of the challenges is resources wastage in the system and is less discussed in the academic forum. It has been discovered by researchers that, both human and materials resources available for the implementation of programme in the tertiary institutions have not been properly used. It is against this background that, this paper discusses resource wastages in the public tertiary institutions in Nigeria and the way forward.

Concept of Resource

Resources are considered to be all those human, materials and nonmaterial factors combined together in a workable manner to facilitate production. National Open University of Nigeria (NOUN, 2012) noted that, a resource is also described as anything used or consumed while performing a function. The categories of resources are time, information, objects, (information container) or processor (ability to use information) specific examples are CPU, time, terminal connectivity. etc. Adeleye (2015) observed that resources are available source of aid, support or wealth; a new or reserve supply that can be drawn upon when needed. A resource is anything that has identity e.g. electronic document. Resources to a state or government are those things that are available and can be used to advantage e.g. human resources and natural resources.

Resources can be classified into the following: material/physical resources, financial resources; time resources, human resources; and supporting resources-light.

Material/Physical Resources

These are the tangible resources that can easily be seen and observed in any institution. In fact they are the more pronounced resources without which any production can not be done. The physical resources include the structure, the machines, raw materials, vehicles, and other tools, which can facilitate organizations; processing and dissemination of organization product.

The physical resources are not the same in all organization. In educational system, the physical resources would include the classrooms/lecture rooms, staff offices, vehicles, health centers, library, laboratory, and so on, which directly or indirectly contribute to the achievement of goals. Bajah (1977) maintained that it is not the availability of these resources alone that guarantees effective performance of school, but their adequacy and effective utilization.

Financial Resources

This is indeed a more critical element with which other factors of administrations are created, maintained and sustained. It can be regarded as the life-wire of any system. In school administration, funds are necessary for the procurement of facilities, equipment, electronics and communication gadget needed for effective performance. Apart from this, funds are needed to pay the salaries of administrative, academic and non-academic staff. A robust financial allocation for institutional administration would not only enhance good attainment but its sustainability. Plan and policy implementation are responsive to funds availability. In short, funds are needed for the acquisition of fixed and current assets and to settle current liabilities and expenditures incurred in the course of administration.

Time Resources

Time is considered as one of the scarce resources known to man. (Adediji; 1998). The significance of time over all other resources is, its non-recoverable nature. Once used, it cannot be called back. Time utilization or the use of the time refers to the proper allocation of time to the various stages and tasks of administrative activities. In other words, time utilization could be explained in the framework of doing the right thing at the right time in the work place. Identifying time, and other resources necessary for the accomplishment of the task. Time is the most expensive of all resources. The application of hours of duty to organizational activities is to ensure equal combination of time with other resources. The use of time is one of the parameters to measure an effective administration. It determines the degree of productive activities and its proper use makes for effective discharge of responsibilities. Fafunwa (1996) said time is the major index to measure the successful completion of an academic programme. In summary, time utilization affords administrator the opportunity of getting the best from every minute spent in their programme.

Human Resources

The major proposition of Human Capital Theory is that investment in human component of production resources would yield the best optimal returns to any system. With this background, it could be pertinent to consider human factor as an “Armstrong” of any organizational effectiveness. Human resources is not only responsible for planning, organizing, coordinating, controlling, manipulating and maintaining other forms of resources, its administrative and forecasting ability placed it ahead of other forms of resources. The availability of human resources is not only required in institutional administration, but also their quality and quantity must be considered if effective and efficient administration is to be guaranteed. According to Likert (1969) all activities of any institution are initiated by the person that makes up that institution. Plant, offices, computer, automated equipments, and all else that a modern firm uses are unproductive except for human effort and direction. Human beings design or order the equipment; they decide on where and how to use computer; modernize or fail to modernize the technology employed, they secure the capital needed and decide on the accounting and fiscal procedures to be used. Every aspect of an institution’s activities is determined by the competence, motivation and general effectiveness of its human resource. Harbison (1974). There must also be arrangement for manpower development. This becomes imperative in order to improve their quality. It is noteworthy that the quality of educational system depends on the quality of personnel. (Hallak: 1977).

Supporting Resources

These are resources that contribute to the effectiveness and efficiency of the combination of other resources earlier discussed. Apart from facilitating their organisation, supporting resources also help in the processing of input to output and in the transfer of both the material

and human resources from one place to another. They include electricity, which generates power for most machines and electronics, water, refrigerator, fans, cars, etc.

Information Technology

The significant role of ICT in Administration had been discussed in unit fourteen. Information and communication are vital resources in any establishment more particularly for planning, policy making and decision making. Apart from enabling the public to be aware of the existence, activities and products of any organisation, information and communication serve as means of getting the feedback from the public, clienteles and consumers. Some of the information communication technologies in school administration include the global system for mobile communication (GSM) telephone, intercom, television, overhead and film projector, internet/radio, cable, etc. All these enhance quality communication within and outside. Other resources for institutional administration include: calendars, journals, periodicals, reference books, year planner, consumable items, cabinets, files, etc. All of these combine to influence effective performance of administrators on daily basis.

Concept Resources Wastage

Resource wastage is the misused of human and materials resources. Resource wastage is the application of human and materials resources wrongly. Resource wastage is the use of resources in a way and manner that it will not achieve the objective to which the resources was allocated. Resource wastage occurs when resources are not effectively and efficiently used. Resources wastage is common in educational institutions. It is referred to educational wastage. Nwaka, (undated) cited Hornby (2001), who refers to wastage as the act of losing or destroying something, especially when it has been used or dealt with carelessly. Hence wastage in education connotes inefficiency in the use of educational resources by school administrators. In other words, poor relationship of educational inputs with outputs is wastage. Educational output invariably determines shape of the national development. Education wastage engenders negative performance or outcomes. Babalola, (2014), the term 'wastage' applied to education as an unfamiliar ring, and educationists may object to it as a depersonalizing of what is essentially an individual growth process. It comes from the language of economists and seems to liken education to industry, with capital invested in plant, and raw materials being processed into finished products. Akinsolu, (Undated) viewed educational wastage as the inefficient use of educational resources. Some of the noticeable signs of wastages include dropouts, repeaters, premature withdrawals, misguided types of education, non-employment of school leavers and even brain drain (Durosaro, 2012). According to Deribe, Endale, & Ashebir, (2015) and Longe & Durosaro, 1986), wastage in education indicates inefficiency of the educational system since an educational system is efficient when such system tries to reduce wastage to the barest minimum. Nwaka, (Undated) Education wastage is clearly seen in the following negative attitudes: students' drop-out; carryover of courses because of students' inability to perform as expected, hence failure to achieve; unemployment for graduates; employment without success in the area of work; brain-drain and poor utilization of educational resources such as personnel, time, physical, material and financial resources among others.

Resources Wastage in Nigerian Tertiary Institutions

There are many wastages in the administration and management of tertiary institutions in Nigeria. Some of the resources wastage include; uncompleted infrastructural facilities, abandonment of business ventures, corruption, overstaffed, poor maintenance culture, strike actions, unprofitable projects and drop out, carry-over and expulsion

Uncompleted Infrastructural facilities

Uncompleted infrastructural facilities spread across many tertiary institutions in Nigeria is constituting resources wastages. Infrastructural facilities according to Ogunode (2020), is a social capital aiding delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, roads facilities, water, electricity, internet etc. The availability of the infrastructural facilities in adequate quantities will support effective administration of educational institutions and the inadequacies will prevent effective administration of educational institutions. Many of these facilities like lecture halls, laboratories, hostel and administrative blocks have been abandoned and are uncompleted in many federal and state higher institutions. Accordingly to Ololube, (2016), out of the 701 development projects in Nigerian Universities, 163(23.3%) are abandoned and 538(76.7%) are perpetually under on-going projects. Some of the abandoned projects in Nigerian Universities are over fifteen years old and some are over forty years old. 76% of Nigerian Universities use well as source of water, 45% use pit latrines and 67% of students use bush as toilets. All the aforementioned reasons that were advanced by ASUU are as a result of misappropriation of the funds marked for the execution of the projects (ASUU, 2016).Musa (2016) submitted that those abandoned infrastructural facilities are among the factors responsible for shortage of infrastructural facilities in the higher institutions. Ojo (2016) opined that the completion of these abandon facilities will help to solve the problem of inadequacy of infrastructural facilities in our Universities. Musa (2014), outlined reasons for the large number of uncompleted infrastructural facilities in the Universities to include corruption as a result of funds meant for the facilities diverted, political instability, fall in national revenue and lack of political will. Ololube, (2016) cited Jamila Shuara in Tiamiyu (2012) who opined that there is a lot of mismanagement of fund by educational boards and the moneys meant for higher education are mismanaged as much as Nigerian higher education institutions have joined other public sector institutions in having a sizeable number of uncompleted or abandoned projects.

Abandon Business Ventures

Many business ventures conceived to generate revenue and income for the universities have been abandon and left lying down waste in many higher institutions. Business ventures like bakery, pure water factories, block industries, printing press and poultry and fish farms established to boost the income of the school. Huge amount of money have been invested in such projects but are abandon and left waste. There are many reasons responsible for the abandonment of such business ventures which include poor feasibility study, changes of school administration and poor management. The abandonment of these business ventures in many institutions across the country is constituting resources wastage.

Corruption

The high rate of corruption in Nigerian tertiary institutions constitutes a major source of resources wastages. Financial resources meant for infrastructural facilities and human capital development end up as wastage by some administrators or managers in the system. For example, the Budget and Monitoring Committee of the Academic Staff Union of Universities, Obafemi Awolowo University branch accused the management of the institution for expending ₦3.5 billion meant for hostel renovation and construction of new lecture theaters in breach of due process and transparency. The funds were part of the 100 billion Naira unrestricted funds of the federal government in 2013 for all Universities in Nigeria. The fund was in response to the long struggle and agitation by ASUU against the government. The implementation and monitoring committee of the federal government spelt out guidelines for accessing the intervention funds by Nigerian public universities, but the

management of Obafemi Awolowo University failed to abide by the guidelines (The Budget and Monitoring Committee, 2016). According to Mapolisa, Ncube, Tshabalala and Khosa (2014), the number of embezzlement cases and mismanagement of funds by the leadership of higher education in Nigerian are quite frightening.

Overstaffing

Some tertiary institutions in Nigeria are known for having problems of inadequate academic and non-academic staff. But some have surplus teaching and non-teaching staff. This is another human resources wastage in the system due to poor management. There are instances where the academic staff strength are bottom heavy instead of the recommended student/ staff ratio by NUC regarding staffing policies for both academic and non-academic staff.

Poor Maintenance Culture

Poor maintenance culture of tertiary institutions administrators, managers, staff and students towards school facilities and school plant is among the factors responsible for wastages in the tertiary institutions across the country. School facilities like computers and ICT facilities, tables, chairs and equipment are mismanaged and used anyhow. School plant or facilities are designed to last for a long period of time when misused and not handled properly got spoils on time and resources would be spend to fix them or repairs them. This act or behaviors are found among staff and students of tertiary institutions.

Strike Actions

Strike actions in the tertiary institutions is another factor responsible for resources wastage in the system. Every higher institution operates with academic calendar and budget. The academic calendar is designed for 16 to 18 weeks with budgetary provision for the implementation of every plans and programme in the calendar. The alteration of this calendar by either strike actions or any internal or external factors will leads to additional cost on the administration of the institutions, students and teachers. Adekunle (2016) posited that the negative effects of strike actions in higher institutions is that, it is creating unnecessary cost for students and parents who will spend a lot of money to resend their wards back to school after the strike have been call off. Nwaka, (Undated) submitted that frequent strikes by students and the teachers, which disrupt academic activities is another cause of education wastage. Consequently, some students drop out of school when they think their time is being wasted. Some of these drop-outs oftentimes end up as touts in one organization or the other or even waste their lives as criminals, drug addicts, thieves or political thugs. It is no wonder that during the just concluded Anambra State gubernatorial election precisely, on the 16th of November, 2013, many youths; especially, students were readily available due to the present ASUU strike and they were used to disrupt and maneuver election activities in the state.

Unprofitable Projects

Many tertiary institutions administrators and managers do embark on some mega projects which are not directly impacting on the development of their schools. They embark on such projects to attract political favour. For example, Ololube, (2016) cited Jamila Shuara in Tiamiyu (2012) who submitted that university leaders spend millions of Naira to erect super gates when their libraries are still at foundation stages. They expend millions to purchase exotic vehicles for university officers even though they lack basic classrooms furnishings; spend hundreds of millions in wall-fencing and in-fencing when student's accommodations are inadequate. Also, Ololube, (2016), while citing A SUU, (2016) argued that, Governments are interested in expending money on creation of new universities instead of consolidating and expanding access to existing ones; they are keen to award new contracts rather than completing the abandoned projects or standardizing existing facilities. Government expends

hundreds of millions paying visiting and part-time lecturers rather than recruiting full-time lecturers. Nigerian government (federal and states) expend hundreds of millions in mundane administration cost instead of providing boreholes and power supplements.

Drop out, carry-over and expulsion

The high rate of school dropout, expulsion and carry-over in tertiary institutions is constituting resources wastages. In Nigerian tertiary institutions, many students are drop out, some others constantly have carry over, the others are expelled. Repetition and dropout rates are the commonly used parameters to measure educational wastage (Deribe, Endale, & Ashebir, (2015) and Longe & Durosaro, 1(986) submitted that repeating a grade means utilizing more resources than allocated to a student and hindering the intake capacity of schools. Similarly, leaving a school (dropping) before completing a particular cycle/level of education is wastage in resources. Adigwe (1997), also stressed that the poor conditions of schools, such as poor teaching, poor motivation of teachers, lack of facilities and equipment have culminated into inefficiency in the system with students dropping out and repeating classes constitute educational wastages.

Effects of Resources Wastage in Tertiary Institutions

Resources wastage in the public tertiary institutions in Nigeria is responsible for:

Falling standard of tertiary education

Resources wastage in the tertiary institutions in Nigeria is among the factors responsible for falling standard of tertiary education. When human and material resources are not optimally used in the system, the result would be fall in the standard.

Poor Quality of Graduate

The poor quality of graduate in the Nigerian tertiary institutions can also be linked to the high rate of wastages in the system. When students are graduated without covering the various syllables and scheme of work as a result of strike action. When resources meant to procure instructional materials are looted and students were taught without necessary aid. The input of a faulty system would also be faulty output. Nwaka, (Undated) observed that in the Nigerian educational system, the nature of the outputs could also cause education wastage. It could be that the graduates from the educational system do not possess the required skills due to the fact that the higher institution did not conform to the initial objectives hence, the graduates find it difficult to fit into the world of work. Somebody who studied literacy subjects, for instance, may not fit in very well in a computer-literate society of today. The graduates may not be fully employed, or it could be that they have not acquired the changes and thoughts desired by the larger society. Nwadiani (2000) calls them victims of unemployment as a result of what he called 'compulsory mis-education'.

Inadequate Funds

Inadequate funding is one of the challenges facing tertiary institutions in Nigeria today. The high rate of financial resources been wasted in the system could be responsible for the inadequacy of funds. Researchers have agreed that lots of money have been wasted and mismanaged in the tertiary institutions in Nigeria, of which if properly managed would have given the system good face look.

Inadequate Infrastructural Facilities

Inadequate infrastructural facilities is a well-known problem in the tertiary institutions in Nigeria. The problems of inadequate infrastructural facilities could be linked to the high number of abandon projects in the tertiary institutions across the country.

Need to Reduce Educational Wastage (REW) in Order to Regenerate Nigeria Tertiary Education for National Development.

Nwaka, (undated) noted that, it is high time wastage in education is reduced to the barest minimum in Nigeria if the nation wants to join in the race for education globalization; keep abreast of the innovations and reforms going on in the globe today in order to fast track national development. Nicholas (2005) noted that higher education is no longer a consumption good enjoyed by only the elite and their siblings, but it is an important element in national economic performance and a major determinant of a person's life chances.

Nwaka, (undated), in Olowo and Edetanlen, 2008 opined that, reduced education wastage improves and sustains teaching and learning quality and hence generates new ideas and information essential for the development of human capital which serves as key engines for market productivity, cohesion of nations and academic growth. Invariably, quality teaching and learning equip the student with the required skills, knowledge and values to be used in tapping the nation's physical and material resources, which generate wealth and also, bring about economic growth and development. In higher level of education, wastage of available funds, personnel, physical and material resources are due to poor utilization and they truncate affairs. By implication, Nwaka, (undated) observed that reduced education wastage would reduce emigration of Nigerian youths to other countries; draining the much needed labour force; students would stay in schools, learn effectively, be exposed to different ways of self-employment and empowerment strategies without interruption. Students would also graduate as functional citizens; able to handle serious work assignments and escape from dull and unpleasant jobs.

Nwaka, (undated) observed that reduced education wastage would reduce examination malpractice and incidence of cultism and as well engender discipline, sound moral character and inculcate the right social norms in the students, hence sound and quality output as well as ensure relevance of the graduates to the manpower needs of the economy. Reduced education wastage improves and sustains teaching and learning quality and hence generates new ideas and information essential for the development of human capital which serves as key engines for market productivity, cohesion of nations and academic growth (Olowo and Edetanlen, 2008). Invariably, quality teaching and learning equip the student with the required skills, knowledge and values to be used in tapping the nation's physical and material resources, which generate wealth and also, bring about economic growth and development.

With reduced education wastage, Nwaka, (undated) submitted that more citizens would have access to education, hence literacy level will increase. When more people are literate and enlightened, economic and national development will accelerate hence students are equipped with the skills that will translate into productivity. Reduced education wastage in higher education translates into greater earnings for the individual graduate over time. Obviously, a society with quality higher education has lower level of drop outs, infertility and infant mortality; longer life expectancy as well as addresses gender equity issues in development (improved political participation, social justice, technological growth and overall development of the society).

Finally. Nwaka, (undated) opined that to promote and sustain national development in Nigeria, the fast track is to drastically challenge wastage in the higher education level and embrace efficiency in the management and administration of the available resources in the higher education level. That is to say, rationing out the available educational resources without waste would effect achievement of maximum production of such required school graduates in the most desirable strategy, and they would essentially be skilled for maximum exploitation of economic resources for national development.

Conclusion:

The discussions on the article were centered on; concept of resources, classification of resources, concept of resource wastages in Public tertiary institutions in Nigeria, the root causes of resource wastages in Public tertiary institutions in Nigeria, the effects of resource wastages in public tertiary institution in Nigeria. The article did justice to the points raised in the discussion as each of the points are perceived to be seeming areas of trouble shooting in Nigerian public tertiary institutions and the effects associated with them in contemporary time. As a Way forward, the article suggested that, government should faithful in agreements reached between it and educational stakeholders, also try to ensure that, priority attention is paid to public tertiary institutions by upholding the United Nations 26 percent budgetary allocation to education as way of addressing educational problems in Nigeria and also attending to the needful in the sector.

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