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**THE IMPACT OF EDUCATIONAL RESOURCES ON THE QUALITY
OF EDUCATIONAL SERVICE DELIVERY IN UNIVERSITIES IN
NIGERIA**

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Abstract

The paper discussed the impact of educational resources on the quality of educational service delivery in universities in Nigeria. Educational resources are human and material resources at the educational administrator's disposal to pursue and achieve the objectives and goals of education. Educational resources in the university include administrative staff, teachers, buildings, libraries, laboratories, books, computers, and time. The resources are important for providing a learning experience for the students and assisting the interaction between students and teachers during the teaching/learning process. The availability and utilization of educational resources within the educational system are very important in attaining educational goals. The teacher's academic performance and the learner outcome are determined by the availability and optimal utilization of the resources. Effective teachers plan carefully, use appropriate materials, communicate goals pedagogy to attain the stated objectives. The availability of these resources in the school system depends on government attention and disposal in providing them to the educational system.

Introduction

Education involves the acquisition of knowledge by individuals. It involves teaching and learning, which can only take place in a conducive academic environment. Edward (2019) opines that education encompasses teaching and learning specific skills and something less tangible but more profound, such as the imparting of knowledge, positive judgment and well-developed



wisdom. Nwiyi (2013) sees education as the foundation of progress, the cornerstone of rapid economic, social, and political development. Through education, skills, knowledge and cultural heritages are transferred from generation to generation.

The acquisition of knowledge in the school system can only be achieved when adequate educational resources exist. Therefore, the availability of educational resources is inevitable in the school system. Education is crucial for a nation's development politically, economically and socially.

Meaning of Educational Resources

Usman (2016), in NTI (2006) opines that educational resources are all human, material, non-material audio-visual school environments and community materials available in an academic setting to facilitate school administration and simplify the teaching/learning process. They also include other fundamental materials used in the school to make teaching easy and learning more meaningful and comprehensible to learners.

Educational resources cover all those materials; human and non-human, drawn or photographed, built manually or electronically operated, books and all related materials used in teaching and learning.

NOUN (2009) also states that educational resources include the teachers in the school, human beings in the community, real objects, specimens or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books, etc which the learner are expected to have at any point in time facilitate learning. Effective teaching learning can only take place in a conducive academic environment. Education resources are no doubt necessary for developing a conducive academic environment. Adequate provision, utilization and proper management of these education resources will boost the morale of the human resources who coordinate the activities in the school and help in the attainment of educational goals.

Components of Educational Resources

NOUN (2009) classified education resources in the following categories based on their nature.

a) Material/Physical Resources: These are the tangible resources that can easily be seen and observed in any institution. The physical resources include the structures, machines, raw materials, vehicles, and other tools, which can facilitate organisations' activities and processes. The physical resources may not be the same in all organisations. In the educational system, the physical resources would include the classrooms/lecture rooms, staff offices, vehicles, health centres, library, laboratory, and so on, directly or indirectly contributing to the attainment of educational goals.



Management of materials/physical resources in schools

The management of materials/physical resources directly impacts the school environment and determines the outcome of education. Therefore, school physical resources management practices must align with the school improvement plan by linking school assets to basic education service delivery standards and strategies. Facility maintenance entails providing a clean and safe environment for teaching and learning. It also involves the provision of adequate facilities for teaching and learning.

Asabiaka (2008) in Usman (2016) advocated that the following types of maintenance should be adopted in the facility maintenance plan. These include preventive, routine, emergency repairs, and product care.

Preventive Maintenances: This is the type of maintenance carried out on school facilities to avoid breakdown and ensure optimal performance of the facility. Up-to-date information about the facility is required to serve as a guide for the maintenance team. Preventive maintenance saves cost and time. It is usually an integral part of the management practice in societies where maintenance culture is well established. Decisions on preventive maintenance are collectively made and implemented.

Routine Maintenance: This is carried out periodically by the school managers. Facilities may be serviced monthly, quarterly or even annually depending on the agreed manufacturer guide provided on the nature and maintenance intervals. School managers comply with these to avoid the breakdown of the equipment.

Emergency Repairs: This is very common in managing school facilities in societies where maintenance culture is not well established. It occurred when a facility breakdown and urgent measures or steps had to be taken to remedy the situation. The school managers should not wait for the breakdown of facilities before a maintenance plan is made.

Predictive Maintenance: This involves using computer software to predict equipment failure based on age, user demand and performance measures.

Financial Resources

Financial resources are funds that act as life wires required for the school system's smooth running. They are indeed a more critical facet with which other administration factors are created, maintained and sustained. In school administration, funds are necessary to procure facilities, equipment, electronics and communication gadgets for effective performance. Apart from this, funds are needed to pay administrators' salaries and academic and non-academic staff. A robust financial allocation for school administration would enhance goal attainment and sustainability. Plan and policy implementation is responsive to funds availability. Funds are needed



to acquire fixed and current assets and settle current liabilities and expenditures incurred in the course of administration.

Financial Management in Schools

Financial management covers the procurement of funds, their allocation, monitoring their use in the interest of accountability and producing financial reports for the relevant stakeholders. Effective financial management ensures that:

- All financial regulations and procedures are complied with
- All financial transactions are recorded accurately,
- Adequate controls are in place to ensure that expenditures do not exceed income and
- Only authorised expenditures are incurred.

Financial management is, therefore, an integral part of the responsibility of an education manager because, without good financial management practices, schools would find it difficult to achieve their goals.

Roles of Educational Administrators in Financial Management

The ultimate accountability for effectively managing school finances lies with the manager's office. As an education manager, you should:

- Allocate funds to various activities following the budget.
- Authorise the disbursement of school funds.
- Administer school funds both lawfully and morally
- Determine a school budget in consultation with other stakeholders such as heads of departments, senior teachers and the Board of Governors and Ensure that the school has the funds and that those funds are effectively and efficiently utilised.

Time Resources

Time is one of the non-human resources available in the school system. Every individual in the school has the same time, twenty-four hours each day. How best it is used affects the goal attainment of the school. Time, like other resources, can be spent wisely or wasted through poor management. The ability to manage time effectively can give order and direction to the school.

Judicious use of time in the school system is very important. The teacher needs to plan their work for the term or semester depending on the level of education. Effective time management will enable the teacher to cover the scheme of work for the session.

Some guidelines for effective use of time:



- Use of a timetable or time plan
- Plan to do related jobs at a time to avoid confusion
- Learn the best method for doing each task well.
- Prepare properly for a given task
- Avoid procrastination
- Start with work that may take a long period to accomplish
- Avoid unnecessary staff meeting
- Avoid idle conversation with colleagues
- Be regular to school and class

Advantages of time management

- Time management can drastically increase one's chances of success
- It helps to establish a routine of school tasks
- It reduces indecision
- It increases one's level of interest in reaching the stated goals
- It increases one's effectiveness
- It reduces stress.

Human Resources

Nwaham (2020) states that Human Resources are a group of workers (skilled and unskilled workers), supervisors and managers. Human resources are the greatest and most important assets of an organisation. Their inputs depend on how best the employer of labour has motivated them and put them into maximal utilization. The success and productivity of an organisation depend on the availability and utilisation of human resources. Therefore, these categories of people should not toil within the organisation. There should be proper management and control, which will make the organisation achieve the stated goals.

Management of Human Resources in Education

Human resources management focuses on the administrative processes, which include: organizing, directing, coordinating, budgeting, planning, staffing and reporting to achieve the educational goals. Without human resources, the purposes of the school organisation cannot be accomplished. Thus, the educational goals' attainment depends on how best the human resources have been utilised.

Human resources management also refers to personnel management or administration staff management, or workforce management. Glueck (1978)

views human resources management as that function of all enterprises, which provides for effective utilisation of human resources to achieve both the enterprise's objectives and the satisfaction and development of the employees. Iyede (2001) sees human resources



management as the totality of the people's skills, energies, talents, latent capabilities, and social characteristics like belief to achieve educational objectives and simultaneously making the people part and parcel of the organisation fulfilling their goals. It systematically utilises human potential to realise educational objectives and staff contentment.

Human resources management involves using administrative processes and other activities like recruitment, selection, orientation, and staff development to achieve education goals.

Importance of human resources management in educational administration

Management of human resources in school organisations is inevitable. Some of the importance include Nwaham (2020).

- It takes adequate care of the number of human resources required in the school system.
- The required workforce in the school system is known; hence, an adequate arrangement is made to provide the required number.
- It guides and counsels the staff.
- It communicates the educational laws to the employees
- It shows areas of need
- It brings about regular staff development
- It helps in the formulation of policies
- It helps in providing the grading and evaluation system for staff
- It rewards good performance
- It aids in discipline of staff
- It helps in the building of a career

Information and Communication Technology (ICT) Resources

Information and Communication Technology (ICT) is a "diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information. These technologies are numerous, including computers, the internet, broadcasting technologies (radio and television), teleprompters and telephony. Usman (2016) states that information and communication technologies are vital resources in any establishment, particularly for planning, policy-making and decision-making. Apart from enabling the public to be aware of any organisation's existence, activities and products, information and communication technology serve as means of getting feedback from the public, clients and consumers. Some information and communication technologies in educational administration include the global system for mobile communication (GSM) telephone, intercom, television, overhead and film projector, internet/radio cable, e.t.c. These resources enhance quality communication within and



outside the school environment.

Importance of ICT resources in educational administration

- Students use ICT as a reference tool. They use computers to browse the internet to look for information, project information and literature survey.
- Teachers use ICT in research for preparing teaching material and participate in online forums and online conferences.
- Researchers use ICT tools to collect, process and analyse data.
- School administrators use ICT tools for administrative purposes to ensure that the entire operation runs smoothly-for example, to get student details at the click of a button (Vijayalakhmi, 2016).

Community Resources

These resources are available in the community to achieve effective teaching/learning. Some of the resources in the community include religious resources, commercial banks, historical places, water bodies and landscapes. Others are teachers, learners, curriculum developers, parents and other members of the society. The school administrator must encourage the students and teachers to utilise the movable and immovable resources in the community optimally.

The relevance of the community resources cannot be overemphasized. Some of them include support for high-quality academics and enrichment of opportunities by broadening the experiences typically offered to students and expanding access to local expertise. Community resources can help teachers teach effectively. Community resources can enhance the school curriculum by increasing the goal of environmental education by preparing students for the real world and helping students to become "world-class citizens."

What is Service Delivery

Service delivery is the capability and having the right infrastructure to deliver services correctly according to a particular standard and with consistency. It covers the help, assistance, and services academic staff are required to give to students, parents, users of the university and the community. Service delivery can also be conceptualised as the relationship between policymakers, service providers and customers of services and encompasses both services and their supporting systems (Slaymaker, Christiansen & Hemming (2005) in (Okpa, 2019).

Therefore, quality service delivery is the top priority in public universities if the goal of university education must be achieved. Strengthening the provision of essential services can also contribute to the long-term process. Service delivery underpins the contract between academic staff and all university users and, as such, is an indicator of the



health of a society. Service is effective whenever its outcomes or accomplishments are of value to its customers and is efficient when the same goals are achieved using available resources. Different groups in society will have different visions about what makes "good" service delivery. In the education sector, clients (parents, learners, alumni, and staff members) want low-cost, easy-to-access, safe, high-quality schooling that improves their children's life chances. Education providers (lecturer/teachers/administrative and other staff) are about technically sound curricula, adequate incentives, high salaries, respect and safety. Thus, the effectiveness of service delivery depends on addressing competing goals and expectations in ways that satisfy the stakeholders.

Teacher Quality in the school system

All educational systems rely on teachers as the most important input. They are the most important aspect in ensuring educational quality and equity. The instructor guides the students in discovering information and skills via the art of teaching. As a result, every education educational system's quality is determined by its instructors' quality. As a result, according to Goldhaber (2020), the quality of instructors has a greater association with student achievement than school infrastructure and curricula.

Furthermore, it grows in significance as students go through the grades, demonstrating that instructors' characteristics in school have a cumulative effect on students' accomplishments. Again, minority accomplishment appears to be more essential than majority achievement. "Teacher excellence is one of the limited school variables that strongly influence students' achievements," according to the findings, which are in line with more recent studies. According to the research, "the influence of good teachers is stronger upon the children who suffer the most educational disadvantage in their background. A given investment in upgrading teachers will have the biggest effect on accomplishment in underprivileged regions for any group, whether minority or not." According to recent research, increased financing, smaller classrooms, and more skilled instructors greatly impact underprivileged children more than other students (Goldhaber, 2019). Communication, listening, cooperation, adaptation, empathy, and patience, are attributes of a successful teacher (Gagnon, 2019). An engaging classroom existence, value in real-life learning, sharing of best practices, and a lifetime love of learning are all aspects of excellent teaching. An excellent teacher may significantly influence a student's life, from classroom learning to long-term achievement. According to the Economic Policy Institute research, effective teachers are the single most essential element in students classroom accomplishment, surpassing buildings, school resources, and even school leadership. As a result of the government's recognition of the importance of teachers, their education



must be prioritised. Great instructors are produced by good training, which leads to quality education. As a result,



according to Abdul (2011), investing in teacher education is an investment in human capital and human resources development. Teacher education is critical in economic growth and sectoral and human resources development.

What is Teacher Effectiveness?

Teachers are the determinant of the quality of education in any nation. Thus the effectiveness of the teacher is very important. Teacher's job effectiveness refers to the degree to which teachers carry out their primary teaching duties and their general attitude toward the teaching profession and their activities (Owan, 2012). Goe (2007) in Nathan et al. see teacher effectiveness as the growth in student learning typically measured by student standardised assessment results. Students taught by effective teachers are likely to be more successful in their areas of endeavours.

Effective teachers plan carefully, use appropriate materials, communicate goals to students, maintain a brisk pace, assess student work regularly, and use various teaching methods/strategies. They are well coordinated, dedicated and committed.

Jennifer (2003) states that teachers' characteristics/qualities impact teacher effectiveness. The highlights of the empirical evidence include:

- Several studies have demonstrated that experience favours teacher effectiveness, with the "learning by doing" effect being most noticeable in the initial years of teaching.
- Teacher preparation programmes and degrees
- Research suggests that the selectivity/prestige of the institution a teacher attended has positively affected student attainment, mainly at the secondary level. It may partly be a mirror image of the cognitive ability of the teacher.
- According to research, the selectiveness/prestige of the institution where a teacher was educated has a beneficial impact on student success, particularly at the secondary level. It might be a reflection of the teacher's cognitive abilities in part.
- Evidence shows that instructors with advanced degrees in mathematics and science have a beneficial influence on student progress in these disciplines in high school.
- The evidence on the impact of advanced degrees on elementary school students is divided.
- Certification as a teacher. Research has shown that certified instructors positively influence high school mathematics success when the certificate is in mathematics.

Teacher course work

- Teacher training in both the subject area taught and pedagogy helps improve educational outcomes
- Pedagogical course work appears to help teachers be more effective at a grade level, especially when combined with topic understanding.



Teacher's test scores

Tests that assess teachers' academic levels or verbal abilities are associated with higher levels of student achievement. Abeka (2022) listed 12 characteristics of an effective teacher, including:

1) Prepared (2) Positive (3) Hold high expectations (4) Creative (5) fair (6) Display a personal touch (7) Cultivate a sense of belonging (8) Compassionate (9) Have an understanding of Humor (10) Respect students (11) Forgiving (12) Admit Mistakes

Effective teaching impacts students' academic, physical, social, emotional, and behavioural well-being. Effective teaching also occurs when all education stakeholders, including parents, policymakers, community members, and education, share responsibility for continuous improvement and student achievement/ performance. (Learning forward, (2011) for teachers in the classrooms, effective professional learning is the single most powerful pathway to promote continuous improvement in teaching. A teacher is a researcher for life. As long as the teacher strives to be effective in the classroom, he must continuously be ready to improve his skills, knowledge and pedagogy.

Teacher evaluation models

Teacher assessment is critical for professional and personal growth, leading to instructors' better performance (Raudys, 2018). A timely, valuable teacher evaluation model will help see the strength and weaknesses of each teacher working in the school system. The models make informed decisions about the teacher in the school. Provide instructors with constructive comments to help them improve their professional abilities. These evaluation models are discussed thus:

1) The Value-Added Model(VAM)

- VAM uses the previous year's test scores and information about the student's background to forecast their scores for the next year.
- The data is then gathered to see if the pupils met or surpassed those goals.
- The teachers' value-added estimates are calculated by finding the average differences between the actual and predicted scores of the students. That means it takes much less time than teacher observation. Real-life examples show that the value-added paradigm, although successful to some extent, may quickly devolve into a nightmare if left uncontrolled.

2) **Teacher Observations:** Modeling how a teacher conducts the classroom, what environment they bring to the class, the curriculum they have planned for the class, and how they perform their duties is a tried-and-true approach for school officials to evaluate how effective the instructors are. Observing instructors in the classroom allows



administrators to understand the lesson's looking at the exam results. However, it is observers be used.

environment rather than just recommended that additional

3) The Framework Model: The Framework for Teacher (FFT) was created by Charlotte Danielson in 1996 and was intended to define successful teaching. This framework is divided into four domains. They encompass all four of a teacher's primary tasks.

- * Planning and preparation
- * The classroom setting
- * Instruction
- * Responsibilities in the Workplace

There are 22 components within these categories, which cover 76 smaller instructional aspects

The evaluation model's purpose is to make observations more useful, allowing school management and instructors to enhance their abilities. Results have shown that using the framework as a teacher evaluation model produces consistently positive results. In other words, when schools use FFT for teachers' evaluation, the teachers develop their skills, and the students improve their grades.

4) The Marzano Focused: Teacher evaluation model

Dr Robert Marzano and Dr Beverly Carbaugh designed this model. This research-based teacher assessment approach reduces the art of teaching to 23 core abilities. These abilities are divided into four distinct categories:

- Planning that is based on standards
- Instruction that is based on standards
- Learning environment
- Responsibilities in the Workplace

The Marzano Model is centred not just on instructors' actual instruction but also on the classroom environment and the behind-the-scenes labour that goes into teaching. An effective teacher evaluation model will help the administrator achieve his ultimate goal: making his home engage well-taught and well-prepared students.

Quality of Educational Service Delivery

Teachers are indeed effective when there are sufficient educational resources. As a result, Malunda and Juliet (2018) found that the availability and use of instructional materials substantially impact teacher performance in their study. Unavailability and lack of resources inhibited instruction, according to Manjika (2013) in Malunda and Juliet (2018), resulting in poor student performance in Kenyan public secondary schools. According to Malunda and Atwebembeire (2018), continuous teacher professional



training favours curriculum implementation in Ugandan public secondary schools. Professional development also enhances the quality of education offered to students and the use of appropriate instructional resources in the classroom. According to CTLM (2021), Instructional materials are the substance or information given inside a course.

Examples are lectures, readings, textbooks, multimedia components, and other course resources. These items can be used in face-to-face and online classrooms; however, some will need to be changed or recreated for online usage. All other parts of the course, including the learning objectives, assessments, and activities, are linked with the finest instructional materials. During a course, instructional materials supply the primary content that students will encounter, learn, and apply. The use of that material will inevitably result in achieving the course's stated objectives. According to Zhara (2020), today's educational process would be impossible to envision without utilising numerous teaching and learning materials. It is important to make the process more appealing and exciting for students, but it is also important to stimulate active learning and the development of diverse abilities. Learners have a variety of learning methods, and some are auditory learners. This student prefers oral education since they can remember what they hear. They pick up information through listening and communicating. We have visual learners as well. Visual learners prefer written instructions because they can retain what they see. They adore creating computer graphics, cartoons, maps, graphs, charts, and posters, among other things. Tactile learners are another learning type; these individuals learn best by touching.

Drawing, playing board games, and constructing models are the greatest ways for them to learn. Touching items is also a way for kinesthetic learners to learn. They need to engage their entire body in learning, and acting out content helps them recall it better. Because students' learning styles differ, the instructor must provide various resources for them. Using many resources when learning offers several benefits, including Availability of up-to-date, Flexibility, Reading materials that are relevant, Self-directed learning

However, after learners have identified their resources, they must use them to their best potential for learning by evaluating whether the material they obtain is legitimate and accurate and if it fits the information they are seeking for.

So one can categorically state that instructional materials are relevant educational tools, including videos, flipcharts, whiteboards, overhead projectors, power points, smart devices, and software. The goal is to give students valuable opportunities to explore ideas, information, and skills. These materials must be dependable to complement the national curriculum for each key stage taught in diverse schools.



Adequacy and Utilisation of Educational Resources

All educational system requires adequate educational resources. In truth, educational aims and objectives cannot be met by maximising the use of existing resources. According to Anthony et al. (2018), democratic societies are founded on the notion that all lives are valuable. As a result, the idea of educational suitability in a democracy is based on the belief that education's fundamental duty is to give individuals the information and skills they need to live entirely according to the standards of their period. This educational adequacy can also be achieved by providing enough educational resources.

According to Ismail (2019), an effective solution to the difficulties (access, equity, and quality) faced by university education in Nigeria will be impossible without considering the operational environment's limits. In the 1999/200 accreditation process, Okebukola (2005) in Ismail (2012) cited staffing, library and physical facilities as important concerns that prevented many Nigerian undergraduate programs from receiving full accreditation. Increased enrolment and limited university resources are issues that negatively affect the quality of teaching, learning, and scholarship at Nigerian institutions.

According to Kapur (2019), resource utilisation is an important aspect of educational administration, from pre-schools to universities. Resources are viewed as critical in bringing about advances in the educational system. The provision of resources, maximum usage, and administration determine the educational system. According to Mugure (2012) in Kapur (2019), when researching the impact of resource utilisation in education, the following factors are considered: use of instructional materials, human resource utilisation, environmental condition, infrastructure and other facilities, machinery and equipment, measures, strategies, programs, and procedures.

The availability and use of educational resources within the educational system are critical in achieving goals and objectives. The availability and optimal usage of resources impact the academic performance of instructors and the students' learning outcomes.

According to Duru (2021), education consumes a huge portion of a country's available resources. One of the resources that education consumes is money, which is a critical input for any school system's performance. As a result, these materials will always be available.

Importance of Educational Resources in Teaching and Learning

Educational resources are inevitable in the attainment of educational goals. The resources are necessary for providing learning experiences for the students and assisting the interaction between students and teachers during the teaching/learning process. They also help students learn and



increase their experiences, meeting different learning needs. They help learners build knowledge for themselves, developing different learning attitudes and generic skills, laying the foundation for the life learning process. Apart from the students, educational resources are also important to the teachers. They refer to and use the various instructional materials, which help the teacher develop the lessons to the student effectively.

Educational materials may also boost a learner's motivation. The instructor can achieve this by using learning materials and mixing them with exciting assignments. Learning is made simple by educational facilities. By making the class more relevant and interesting, students will find learning more comfortable and straightforward. Critical and innovative thinking may also be encouraged through educational tools. Because using learning technologies promotes active learning, students will develop abilities in analysing, synthesising, and applying knowledge. Because the teachers are enabling students to take a more active role in the learning process, it will continue to enhance their logic, reasoning and creative thinking. Students become active participants in the classroom when educational tools are used, especially when the instruction requires collaboration and demonstration by the students. According to Gbenu (2013), education has been the backbone of progress worldwide. The school is a primary agent of that growth within the education sector. According to him, schools must equip their human resources with modern concepts to properly operate for nations to realise their aspirations and control the global difficulties today.

Problems confronting Resources Availability and Utilisation of Educational Resources

Numerous problems bedevil Nigeria's educational system. Some of these problems are associated with resource availability and utilisation. They include

- Inadequate funds
- The fund available for the education industry is grossly inadequate to cater for the needed resources.
- Political issues. It is disheartening to note that the politicians are not very interested in education in the country. Thus, most resources made for education administration are always diverted for their selfish interest.
- Misuse of the school facilities. Due to improper planning and lack of technical know-how, some of the school facilities are misused, defeating their existence in the school system.
- Poor management. Mismanagement and corrupt practices of the school administrator can hinder the proper utilisation of the resources. This culminated in a lack of maintenance of the available resources.



- Ineffective school leadership. Some administrators are laize-affair leaders who cannot control and coordinate the staff and the facilities under their control.
- Supply of substandard facilities. As a result of corruption in the country, which has eaten deep into every sector of the economy, substandard facilities are supplied to schools which will not be useful to the system.
- Inadequate educational facilities: This is a major problem affecting the education sector. The facilities supplied are grossly insufficient to cater for the needs of both the teachers and the learners.

Conclusion

Effective teaching/learning takes place in a conducive academic environment. Educational resources are inevitable in the universities in Nigeria. These are the essential human and material resources useful in the school system to make teaching/learning easier, more meaningful and comprehensible to the learners. These resources are also very important for the teacher in the classroom in making teaching/learning more effective. So they help the learners to build knowledge for their development, learning strategies, values, attitudes and generic skills, laying the foundation for the life learning process. Availability and optimal utilisation of the resources can make the teacher more creative and effective in the classrooms, leading to the attainment of the educational goals and objectives

Recommendations

Based on the discussion in this paper, the following recommendations are made.

- Since teaching/learning can only occur in a conducive academic environment, the government should provide reliable and adequate educational facilities such as classrooms, functional libraries, laboratories, water, good access roads and staff residential accommodations.
- Government should provide adequate funds for the education sector.
- Professional teachers should be trained in the areas where their services will be more desirable.
- Teachers should be able to improvise when the instructional materials are not readily available.
- Teachers should be allowed to be involved in in-service education.
- Educational administrators should be encouraged to develop methods of prudent resource management to increase the efficiency of using available resources.
- Modern facilities should replace the old ones, and the personnel



should be given adequate training on their utilisation.

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