

## **AVAILABILITY AND ADEQUACY OF FACILITIES, A PANACEA FOR KNOWLEDGE DELIVERY IN UNIVERSITIES IN RIVERS AND BAYELSA STATES**

By

**NJOKU NDIDI NGOZI**

[patgabriel95@yahoo.com](mailto:patgabriel95@yahoo.com)

08032554786

&

**Prof. L. NWIKINA**

Department of Educational Management

University of Port Harcourt

080326622539

### **Abstract**

*The study surveyed availability and adequacy of facilities as a panacea for knowledge delivery in universities in Rivers and Bayelsa States. The study adopted an analytical descriptive survey design. The five Universities in the two States have their facilities as thus: University of Port Harcourt 12 faculties, Rivers State University of Science and Technology, 7 faculties, Ignatius Aguru University of Education, 6 faculties, Niger Delta University, 12 faculties and Federal University Otuoke, 5 faculties. Data was collected by observation schedule. The Kuder Richardson method was used to obtain the reliability coefficients of the variables as thus: for availability  $r = 0.74$  and for adequacy,  $r = 0.76$ . Frequency and percentage were used to answer the research questions and presented in a bar chart. The major findings of the study revealed among others that functional facilities like lecture theatre halls, library with current books, computer studio with internet, functional projectors etc, are available in all the Universities in Rivers and Bayelsa State. However, they are not adequately provided. The major implication drawn from the findings is that though there is a dim light in the tunnel particularly as regards facilities availability, yet knowledge delivery has been hindered as the functional facilities that enhance knowledge delivery are not adequately provided in the universities. The study recommended among others that government and other educational stakeholders should make adequate funds available and ensure that these functional learning facilities are available and adequate too while the National University Commission (NUC) should employ strict measures in requirements for accreditation of universities as well as set up monitoring committee that will visit schools without prior information to the school authorities to ensure that the right facilities are available, adequate and in good state to enhance knowledge delivery.*

**Keywords:** Facilities, Facilities availability, Facilities Adequacy, Knowledge delivery, Universities.

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### **Introduction**

Knowledge is the ultimate. It is the key resource in any business environment of which the education environment is part of. Knowledge is not necessarily someone's understanding of something, but how things are done. Knowledge is vital in any organization. For any organization to succeed there is need for an effective use of all available knowledge whether it is documented or acquired. The University is a dynamic environment where knowledge is acquired. Omordu (2013) Opined that education is knowledge based and must of necessity be planned in a way that it will bring about a practical result aimed at producing the educated being. Our system of education should actually go beyond skill acquisition which incidentally gives room for narrow mindedness. There is need for our universities to achieve a holistic education process by producing learners who could think critically and be able to showcase what has been learnt in an innovative way.

Babalola (2007) noted that teaching and learning are the two twin-primary purpose of a university which are affected by the quality, quantity and utilization of key inputs of which facilities are part of. Incidentally while enrolment is on the increase, the universities were experiencing dwindling resources into the system. Knowledge delivery can't be achieved if appropriate facilities are not adequately provided. Facilities enhance knowledge delivery. Adequate provision of the facilities is vital, if the goals and objectives of the university education must be achieved. Apparently, if the appropriate learning facilities are not provided and adequately too, it presupposes that attainment of the educational goals and objectives would not be feasible. The government in particular and other educational stakeholders must of necessity ensure that these learning facilities that will enable the universities in the discharge of their functions are adequately made available for better results.

### **Problem of the study**

It is said that knowledge is power. No nation, government or institution be it public or private can rise above the quality of her citizens. Facilities enhance knowledge delivery. There seems to be an orientation that the educational institutions have not been able to make a headway in producing the right technological knowledge driven skilled-manpower that could compete favourably in the global labour market and at the same time contribute in the national development. This is because there appears to be a mismatch between what is produced as output by the universities and what is needed in the society as well as the issue of unemployability. However, it is not known how the facilities that could enhance this knowledge delivery are managed. The question is what facilities are available and how adequately provided are the facilities that could enhance the knowledge delivery?

### **Research Questions**

- i. What facilities are available for knowledge delivery in universities in Rivers and Bayelsa State?
- ii. How adequate are the facilities in Universities in Rivers and Bayelsa States?

### **Concept of Facilities**

Facilities are resources planned for and used in the organization. Facilities could be physical, material, or human resources. Facilities are vital in actualizing the goals and objectives of any organization. The university is one of such organization that deploys facilities in order to enhance learning and social development and at the same time, actualize the goals and objectives of the university education which in turn, would help the country to qualitatively participate in the global arena. Amanchukwu and Olulobe (2015), noted that the school facilities are so important that it would be quite a difficult task implementing the school curriculum without their availability. Its' importance would be better understood from the angle of space interpretation of the school curriculum. This pre-supposes that when these facilities are not available, teaching and learning would be a mirage and hence, knowledge delivery hindered.

### **Concept of Knowledge Delivery**

Our environment is not static but rather dynamic. Successful organizations employ all available knowledge at their disposal be it documental or acquired. Knowledge could be acquired through education or by experience. The university is a dynamic environment that ensures effective teaching and learning process so that learners acquire the necessary skills and knowledge and in turn make positive impact in the society. School facilities are deployed to make knowledge acquisition possible. Adequate provision of these educational facilities would in no small measure help students to aspire in their educational growth and also meet up with the 21<sup>st</sup> century standard of educational needs.

Knowledge delivery entails effective teaching – learning process, research, community development, consultancies among others. This can be achieved through adequate provision of appropriate functional learning facilities, laudable implementable policies, serene teaching and learning environment, optimal utilization of the functional facilities, effective maintenance culture and overall effective management

strategies which will culminate into critical thinking and notable desirable changes in behaviour. These suggests indicators for knowledge delivery as learning, could be said to have taken place at the point when there is an obvious developmental change in the life of a learner from what used to be to what is obtainable afterwards. Armstrong (2012), noted that at this point, the learner could easily point out precisely what has been learnt, do things better and differently, share what has been learnt with others so they could benefit and be impacted on positively; transfer what has been learnt, apply it in different circumstance and also bring about innovation in the learning process so that how others learn and not just what they learn could be given priority attention. Armstrong (2012) further noted that learning and development are the process of acquiring and enhancing knowledge, skills, capabilities, attitudes, and behaviours through developmental experiences. The extent people learn will depend largely on the level of motivation given to them hence, the need for adequate provision and proper harnessing of these facilities that will make learning for knowledge development possible.

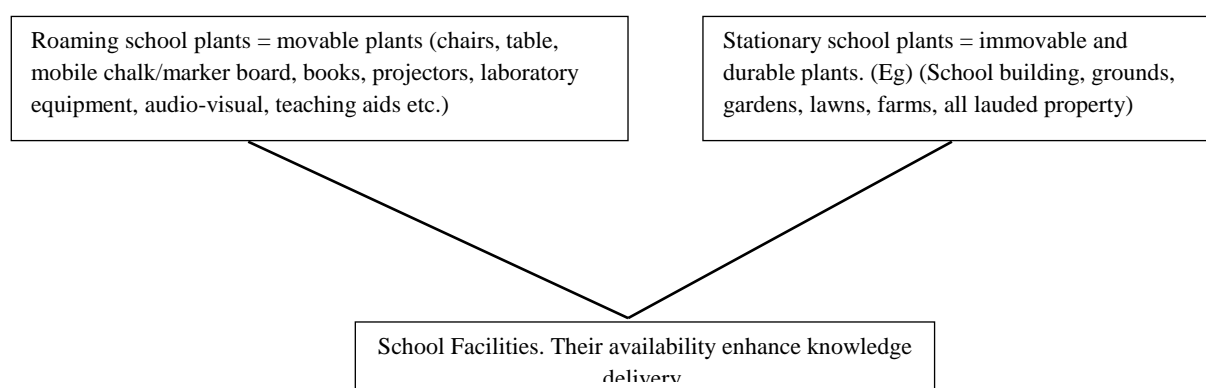
### **Facilities Availability for Knowledge Delivery**

Facilities as noted earlier, play very important role in knowledge delivery and its provision is of utmost importance. Appropriate knowledge is acquired through teaching and learning. Hence, the need for human and material resources to be deployed. School facilities are the material resources provided for staff and students to optimize their productivity in the teaching and learning process. The basic fact is that the transfer of knowledge does not just take place in the four walls of the classroom from the teacher to the students. Learning actually takes place through discovery, exploration, interaction with the internal and external environment. This actually calls for a creative and innovative development of teaching and learning facilities that will reflect this kind of learning. Schools serve socio-economic and political needs of our dynamic society. They interact constantly with the external environment. They receive inputs from the external environment in the form of human and materials resources, process then and empty same into the society as finished products and services. Whatever output produced is an indication of the type of facilities that were used in processing the input. Though inexhaustive, the following are some of the vital facilities that enhance knowledge delivery: classroom, school building, library, computer studio with internet, projectors, vehicles etc. All these facilities and many others generally make for the growth and any form of developmental stride required by the school. Okeke (2007), as cited in Osaat (2011), noted that the quality of facilities you find available in a school will determine to a very large extent, the level of quality that will be achieved in education by the school; hence no quality facility, no quality education output.

Kpee (2013), noted that the school plant is as old as the school itself and that the nature of the school has been found to relate significantly to the tone of and product of the school. The importance of the school plant is such that the inspectorate division of the ministry of education has always been concerned with verification and inspections of existing facilities (school plant) in order to determine whether or not to give approval for the take off of any institution for teaching and learning. School plant sometimes maybe deceptive as its nature may not really have the ability to decide what quality, the product of the school may be. All the same, studies have shown with certainty that the general atmosphere of the school and its effect has a proportional relationship to the type of school plant on ground. Hence, the orientation that such an educational institution with such beautiful environment, good classrooms, hostels and teachers offices may produce good and relaxed students with outstanding performance in external examinations.

Two major types of school plant classification are noted thus:

- i. Roaming school plant
- ii. Stationary school plant



**Fig 1:1 – School Facilities Classification**

**Source:** Adapted from Kpee (2013:307). The school plant planning.

The availability of these educational facilities will in no small, measure help students aspire in their educational growth and also meet up with the 21<sup>st</sup> century standard of educational needs.

### **Adequacy of Facilities for Knowledge Delivery**

The need for adequate provision of school facilities cannot be overemphasized. Facilities generally play pivotal role in the delivery of education: hence, its provision is vital and very important. For a school to exist and make impacts, there has to be adequate provision of school facilities because without such, all the functions for which the school is established to achieve will be a mirage. The educational sector has experienced advancement even in technology which has supported teaching and learning. Any institution that would want to compete favourably in the global arena must of necessity ensure adequate provision of the necessary school facilities. School plant adequacy could be seen from the angle of sufficiency and satisfactory state of the available facilities for teaching and learning in school.

Obasi and Asodike (2007) opined that there is need for adequate school facilities to be provided if the needs of the learners are to be met. According to Obasi and Asodike (2007), when you talk about fairness to quality, efficiency and effectiveness, the children are bound to actually learn more, work harder and enjoy hard work when facilities are adequately provided than when such essential facilities are lacking. Even the teachers are motivated, more productive and effective in the discharge of their duties when such essential facilities are adequately provided. Facilities are vital in knowledge delivery. Their inadequacies constitutes a source of helplessness to both the teachers and the students as they have adverse effects on teaching and learning process.

Agabi (1999) gave credence to this view when he asserted that a crowded environment as a result of facilities in adequacies will cause a lot of issues. A crowded environment will bring about ventilation problem and consequently, students are deprived of enough air and this of course makes learning frustrating. With crowded situation of the classroom, the teacher will not discharge his duties effectively and efficiently. Hence, the need for adequate provision of the learning facilities to ensure knowledge delivery.

### **Methodology**

The study adopted an analytical descriptive survey design. The design was appropriate because it involves the description and analysis of already existing and on-going phenomenon without any manipulation. Two research questions guided the study. The five Universities in the two states have their facilities as follows: University of Port Harcourt, 12 facilities, Rivers State University of Science and Technology, 7 facilities, Ignatius Ajuru University of Education, 6 facilities, Niger Delta University, 12 facilities and Federal University Otuoke, 5 facilities. Data was collected by observation schedule. The Kuder Richardson method was used to obtain the reliability coefficients of the variables as thus: for Availability,  $r = 0.74$  and for

Adequacy,  $r = 0.76$ . Frequency and percentage were used to answer the research questions and presented in a bar chart.

## Results

The analysis of the observation from the study were interpreted and presented thus:

**Research Question One:** What facilities are available for knowledge delivery in Universities in Rivers and Bayelsa States?

**Table 1: Percentage representation on the availability of facilities in the Universities for knowledge delivery.**

S/N		UPH 12 faculties				UST F=7				IGN F= 6				NDU F = 12				OTUOKE =5			
		A	% A	NA	%N A	A	%A	N A	%NA	A	%A	NA	%NA	A	%A	NA	%NA	A	%A	NA	%NA
1	Functional lecture theatre	12	100	0	0	5	71.4	2	28.6	4	66.7	2	33.3	10	83.3	2	16.7	4	80	1	20
2	Functional chairs/seats	12	100	0	0	6	85.7	1	14.3	5	83.3	1	16.7	11	91.2	1	8.8	4	80	1	20
3	Functional library with current books	12	100	0	0	4	57.1	3	42.9	4	66.7	2	33.3	9	75	3	25	3	60	2	40
4	Functional Computer studio with internet facilities	12	100	0	0	6	85.7	1	14.3	4	66.7	2	33.3	7	58.3	5	41.7	4	80	1	20
5	Functional office furniture	12	100	0	0	7	100	0	0	5	83.3	1	16.7	8	66.7	4	33.3	3	60	2	40
6	Functional Faculty office	12	100	0	0	3	33.3	4	66.7	2	33.3	4	66.7	5	33.3	7	66.7	2	40	3	60
7	Functional laboratories	12	100	0	0	6	85.7	1	14.3	2	33.3	4	66.7	10	83.3	2	16.7	4	80	1	20
8	Functional Common rooms	12	100	0	0	4	57.1	4	42.9	5	83.3	1	16.7	7	58.3	5	41.7	3	60	2	40
9	Functional vehicles	12	100	0	0	2	28.6	5	71.4	2	33.3	4	66.7	5	41.7	7	58.3	2	40	3	60
10	Functional Workshops	12	100	0	0	7	100	0	0	6	100	0	0	11	91.2	1	8.8	5	100	0	0
11	Functional buildings	12	100	0	0	6	85.7	1	14.3	5	83.3	1	16.7	9	75	3	25	4	80	1	20
12	Functional Projectors	12	100	0	0	4	57.1	3	42.9	4	66.7	2	33.3	8	66.7	4	33.3	3	60	2	40

Legend: Available (A), Not Available (NA), Percentage Available (A%) and Percentage Not Available (NA%)

Table 1 showed that all the identified facilities are available in faculties in University of Port Harcourt (UPH) since they all have their various percentages above the average acceptable percentage of 50%. In Rivers State University of Science and Technology (UST), most facilities are available with functional workshops and functional office furniture having the highest percentage availability as 100%. Others include functional chairs/seats, functional computer studio with internet, functional laboratories and functional building having 85.7% respectively. Functional lecture theatres 71.4%, functional library with current books, functional theatre halls/hostels and functional projectors 57.1% respectively. The ones below the average of 50% are functional faculty office and functional vehicles respectively.

Facilities are available in faculties in Ignatius Ajuru University (IGN) as follows; Functional workshops 100%, Functional chairs and seats alongside functional office furniture, functional theatre halls/hostels and functional buildings have 83.3% respectively. Others like functional lecture theatres, Functional library with current books, Functional computer studio with internet facility, and functional projectors all have 66.7% availability. Functional faculty office, functional laboratories and functional vehicles have their percentage below 50%. In Niger Delta University (NDU), available facilities above the average acceptable percentage of 50% include functional lecture theatre 83.3%, functional chairs 91.2%, functional library with current books 75%, functional computer studio with internet facility 58.3%, functional office furniture 66.7%, laboratories 83.3% common room/halls 58.3%, functional workshops 91.2%, faculty buildings 75% and functional projectors 66.7%. Those below the average acceptable percentage of 50% are functional faculty office and functional vehicles.

Federal University Otuoke has available facilities above the average acceptance percentage of 50% to include functional lecture theatre 80%, chairs/seats 80%, library with current books 60%, computer studio with internet facility 80%, functional office furniture 60%, laboratories 80%, common room/hostels 60%, workshops 100%, faculty building 80% and functional projectors 60%. On the other hand, those below the average acceptable percentage of 50% are functional faculty office and functional vehicles.

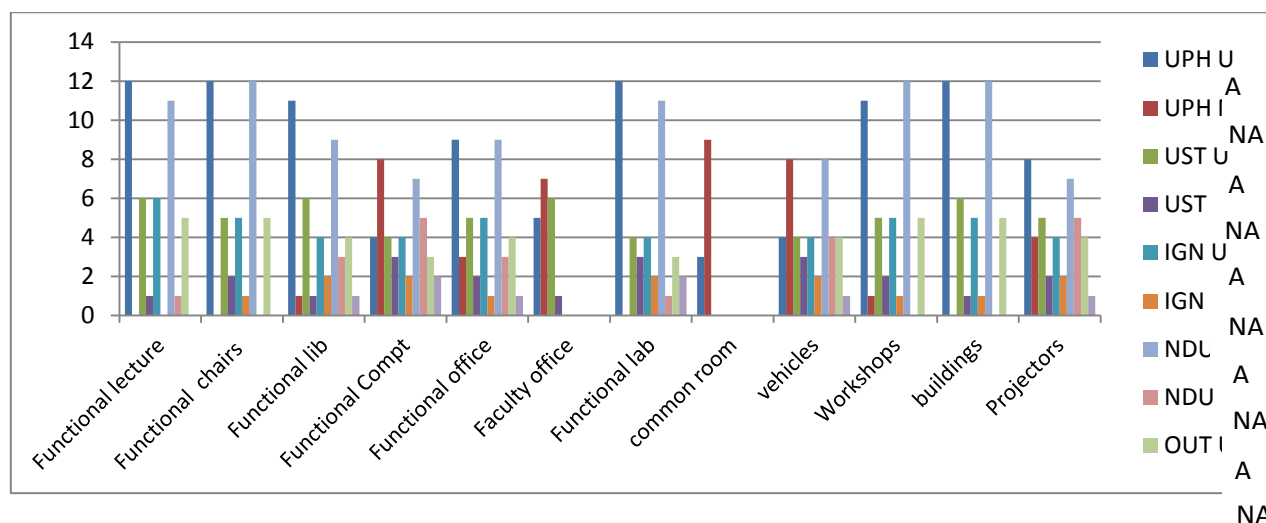


Figure 4.1: Graphical representation of facilities availability

**Research Question Two:** How adequate are the available facilities in Universities in Rivers and Bayelsa States?

**Table 2: Percentage representation on the adequacy of available facilities for knowledge delivery in Universities in Rivers and Bayelsa States.**

s/n		UPH 12 faculties				UST F=7				IGN F= 6				NDU F = 12				OTUOKE =5			
		A	% A	NA	%NA	A	%A	NA	%NA	A	%A	NA	%N A	A	%A	NA	%NA	A	%A	NA	%N A
13	Functional lecture theatre	5	41.7	7	58.3	1	14.3	6	85.7	0	33.3	4	66.7	2	16.7	10	83.3	1	20	4	80
14	Functional chairs/seats	3	25	9	75	4	57.1	3	42.9	1	16.7	5	83.3	7	58.3	5	41.7	4	80	1	20
15	Functional library with current books	2	16.7	10	83.3	5	71.4	2	28.6	4	66.7	1	33.3	3	25	9	75	3	60	2	40
16	Functional Computer studio with internet facilities	1	8.8	11	91.2	1	14.3	6	85.7	0	33.3	4	66.7	2	16.7	10	83.3	3	60	2	40
17	Functional office furniture	4	33.3	8	66.7	5	71.4	2	28.6	4	66.7	2	33.3	4	33.3	8	66.7	1	20	4	80
18	Functional Faculty office	4	33.3	8	66.7	2	28.6	5	71.4	2	33.3	4	66.7	4	33.3	8	66.7	1	20	4	80
19	Functional laboratories	4	33.3	8	66.6	1	14.3	6	85.7	5	83.3	1	16.7	1	91.2	1	8.8	3	60	2	40
20	Functional Common rooms	5	41.7	7	58.3	1	14.3	6	85.7	2	33.3	4	66.7	3	25	9	75	1	20	4	80
21	Functional vehicles	2	16.7	10	83.3	5	71.4	2	28.6	2	33.3	4	66.7	2	16.7	10	83.3	2	40	3	60
22	Functional Workshops	8	66.7	4	33.3	6	85.7	1	14.3	6	100	0	0	4	33.3	8	66.7	4	80	1	20
23	Functional buildings	3	25	9	75	7	100	0	0	4	66.7	2	33.3	7	58.3	5	41.7	3	60	2	40
24	Functional Projectors	3	25	9	75	2	28.6	5	71.4	4	66.7	2	33.3	3	25	9	75	2	40	2	60

**Legend: Adequate(A), not Adequate (NA), percentage Adequate (A%) and percentage not Adequate (%NA)**

Table 2 revealed that only functional workshop is adequate in faculties in UPH since it has a percentage value above 50%. All other facilities such as functional lecture theatres, functional chairs, library with current books, computer studio with internet facility, functional office furniture, functional laboratories, common room/hostels, functional vehicles, faculty building and functional projectors have percentages below the criterion percentage value of 50%, hence, are regarded as inadequate for knowledge delivery. In UST, facilities like functional chairs, library with current books, functional office furniture, functional vehicles, functional workshops and functional buildings are adequate for knowledge delivery since they have their various percentage value above the criterion percentage value of 50% while facilities like lecture theatres, functional computer studio with internet, functional laboratories and functional projectors have their

percentage values below the acceptable average percentage of 50% and are not adequate for knowledge delivery.

In Ignatius Ajuru University, facilities like functional library with current books, functional office furniture, laboratories, workshops, faculty building and functional projectors have percentage values above 50% and are adequate for knowledge delivery while functional lecture theatres, functional chairs, computer studio with internet and functional vehicles are not adequate for knowledge delivery since their various percentage value are below the average acceptable percentage values of 50%. In Niger Delta University, functional chairs, functional laboratories and faculty buildings are adequate for knowledge delivery because their acceptable percentage values are above the average percentage of 50% while functional lecture theatres, library with current books, computer studio with internet, office furniture, functional vehicles, functional workshops and functional projectors are not adequate for knowledge delivery because their percentage values are below the average acceptable percentage of 50% and are said to be inadequate for knowledge delivery. In Otuoke, functional chairs library with current books computer studio with internet, functional laboratories, functional workshop and functional buildings are adequate for knowledge because their percentage values are above the criterion percentage value of 50% while functional lecture theatres, office furniture, functional vehicles, faculty office and functional projectors are not adequate going by their percentage values below the criterion percentage value of 50%. In all the schools, functional common room/recreational facilities is as good as not there, all other facilities could be said to be adequate to about 54%. This could be pretty small however, it shows that something encouraging has happened somewhere.

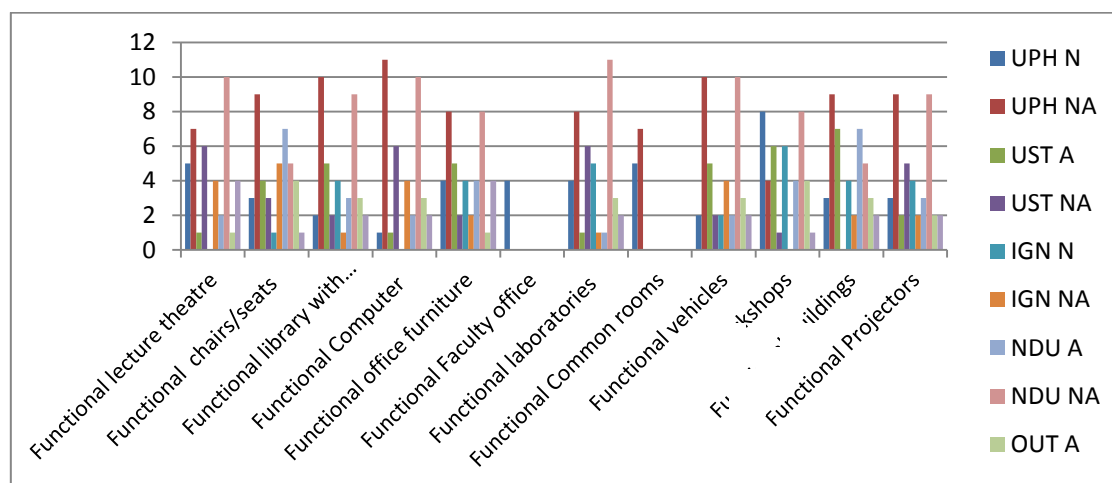


Figure 4.2: Graphical representation on the adequacy of available facilities

### Discussion of Findings

The discussion of findings is based on the summary of findings as follows:

#### Availability of Facilities for Knowledge Delivery

On a general note, the study found that in all the faculties in the universities, facilities like functional faculty buildings, functional lecture theatres, functional laboratories, functional library with current books, functional computer studio with internet and functional projectors among others are available for knowledge delivery while others like common rooms/recreational facilities, functional office furnitures, functional chairs/desk, hostel facilities among others are as good as not being available. The implication of this finding is that though the facilitates are available some of them however are not sufficient and are also not in satisfactory state to enhance knowledge delivery. Some of the facilities are looking defaced, even rain water settles in the floor of some of the facilities. Hence, these facilities need to be available and in good state to make developmental strides possible.

This finding is in line with the previous research by Eke (2010) on physical facilities provision and utilization which revealed that physical facilities are available in schools but were rather low. Eke noted that poor management and vandalization made it impossible for facilities to be made available in schools. The report of the Committee on Needs Assessment (2012) gave credence to the findings of the study as the report revealed among others that physical facilities for teaching and learning are not adequately available, the buildings are dilapidated, poorly ventilated, illuminated and equipped, some hostels were in rapid deteriorating state with poor sanitary condition such that students use the surrounding bushy environment as open toilets etc. From observation, some toilet facilities in some hostels are in deplorable state. However, it is worthy of note that a small step has been taken by the government to ensure sufficient availability of these functional facilities following the report of the Committee on Needs Assessment (2012) as construction of more buildings, classrooms, offices, hostel accommodation, are on-going in virtually all the universities in the two states. Apparently, there is hope.

### **Adequacy of Facilities for Knowledge Delivery**

The findings revealed that on the average, the facilities are available in all the universities but are not adequate at all. From the study, recreational/common room facilities are as good as not there at all. In fact, from observation, there are still spill overs of students either standing or leaning on the walls during lectures in some of the universities. An indication that the facilities are still not enough. However, it wasn't as incredible as it used to be when Committee on Needs Assessment (2012) gave her report though the researcher and her assistants were not allowed to take pictorials of such scenarios during the field work. All the same, there is hope because renovations and projects work are on-going in most of the universities.

The result of this finding is not far from what Amadi (2010) discovered on school plant Adequacy and UBE Implementation in Rivers State. The findings revealed that facilities are inadequate showing that school facilities issues are not given the due consideration in the implementation of UBE.

The result of this study is supported by the report from the Committee on Needs Assessment (2012) when they found among others that the physical facilities for teaching and learning in Nigeria universities are inadequate, facilities are used beyond the carrying capacities, many lecturers share small offices, lecture theatres, classrooms, laboratories and workshops are old and over stretched, dry laboratories without reagents, scanty and broken furnitures, epileptic power supply and internet facility, dilapidated hostel facilities etc.

Obasi and Asodike (2007) noted that there is need for adequate provision of school facilities if the needs of the learners must be met. This is because when one talks about fairness in quality, efficiency and effectiveness, the children are bound to actually learn more, work harder and enjoy hard work when facilities are adequately provided than when such essential facilities are lacking. Even the teachers are well motivated, more productive and effective in the discharge of their duties but their inadequacies constitutes a source of helplessness to both the teachers and the students. Though there is a dim light in the tunnel from what it used to be and now, yet, the issue of adequate provision of facilities must be taken seriously to ensure knowledge delivery and actualization of the educational goals and objectives.

### **Conclusion**

Based on the findings of the study, it was concluded that though there could be facilities availability especially as projects are on-going in some of the universities however, there is inadequate provision of these facilities and this has hindered knowledge delivery in the universities in the two states.

### **Recommendations**

As a result of the findings of the study, the following recommendations were made:

- i. Government and other educational stakeholders should ensure the availability of these learning facilities in the universities in order to enhance knowledge delivery.
- ii. Government in particular should make adequate funds available for the procurement of these teaching and learning facilities while the National Universities Commission (NUC) should set up monitoring committee that will visit schools without prior information to the school authorities to ensure that the right facilities are available, adequate and in good state to enhance knowledge delivery.

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