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Students' Access to and Utilization of Learning Resources in Tertiary Institutions in Lagos State, Nigeria: A Sociological and Comparative Study

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Abstract

The study examined comparative study of students' access to and utilization of learning resources in selected private and state owned tertiary institutions in Lagos State, Nigeria. Five hypotheses were formulated and tested. Descriptive research design was adopted in the study. The population of the study comprised all the undergraduates of tertiary institutions in Lagos State. The sample size for the study was two hundred and forty (240) undergraduates drawn from two selected tertiary institutions in the state by simple random sampling technique. The study made use of a structured questionnaire designed by the researchers and titled "Students' Access and Utilization of Learning Resources Questionnaire (SAULRQ)".in data collection. The instrument has a reliability coefficient of 0.76 when tested during the pilot study. Independent t-test statistics was used to test the formulated hypotheses at 0.05 level of significance. The findings of the study indicated that there is no significant difference between state and private universities in terms of availability of learning resources, there is a significant difference between state and private universities in terms of students' access to learning resources and there is no significant difference between state and private universities in Lagos State in terms of students' utilization of learning resources among others. Based on the findings of the study, the study recommends that universities, especially public universities, should endeavour to provide more learning facilities/resources in their institutions and ensure that the resources so provided are made accessible to the students. In addition, all tertiary institutions (public and private)

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should be provided with enough learning resources (both direct and indirect) to ensure quality instructional delivery for the learners and enhance the performance of the instructors.

Key Words: *Comparative Study, Tertiary Institution, Learning Resources, Availability, Accessibility, Utilization*

Introduction

Education as an important element in nation building is a fundamental correlate of socio-economic, cultural, political and technological development of any society. Higher education has been recognized as an important instrument for the construction of a knowledge economy and the development of human capital all over the world (World Bank, 1999). Higher education provides the platform for individuals to acquire the necessary knowledge, skills and values to make them productive in society. On the basis of this, university education equips the individuals with the personal capabilities to be functional and contribute to the collective survival in the larger society. Therefore, university education provides cognitive and intellectual development, acquisition of necessary skills and character required for socio-economic and political development of the society.

It is in recognition of these benefits that many countries have made giant strides in expanding access to education at all levels even to the point of making basic education free and universal (World Bank, 2004). University education is a critical component of human development worldwide. It provides not only the high-level skills necessary for every labour market but also the training essential to become a professional and also equip professionals like teachers, doctors, nurses, civil servants, engineers, humanists, entrepreneurs, scientists, social scientists, and a myriad of other personnel. It is these trained individuals who develop the capacity and analytical skills that drive local economies, support civil society, teach children, lead effective governments, and make important decisions which affect entire societies.

Studies in various capacities have expressed that educational transformation over the years, and the increasing demand for quality employable graduates in all sectors of the economy, have greatly influenced the emergence and establishment of private universities in Nigeria. The determinants of any nation's growth and development depend largely on the quality manpower and its material resources. University education has been challenged with the responsibilities of sustaining a nation's development through the production of quality manpower in all sectors of economy. Globally, universities are identified as critical engines for socio-economic and political development. It is a primary locus for innovation, expanding the pool of higher caliber manpower to address the challenges of underdevelopment.

According to the National Policy on Education (FGN, 2013), the teaching and research functions of higher educational institutions have an important role to play in national development, particularly in development of high level manpower. Specifically, the aims of higher education in Nigeria as articulated in the National Policy on Education (FGN, 2013) which includes: (a) The acquisition, development and inculcation of the proper value-orientation for the survival of individuals and society. (b) The development of intellectual capacities of individuals to understand and appreciate their environment. (c) The acquisition of both physical and intellectual skills which enable individuals to develop into useful members of the community. (d) Contribute to national development through high level manpower training. (e) Promote and encourage entrepreneurship and community service. (f) promote national and international understanding and interaction.

Privatization of higher education is fast growing for a number of reasons. Firstly, there is the inability of the public sector to satisfy the growing social demand for higher education, hence the need for the private sector to expand students' access to higher education. Also, there are the deregulation policies of the governments on the provision of education and thus giving adequate opportunities for private participation in education. The proliferation of private universities in the country has brought with it a number of issues such as diversity of operations, programmes, quality of staff, mode of admitting students, mode of students' assessment, availability of and access to learning resources. For instance, the quality of staff in private universities has been described as low (Okebukola, 2010). This is because the motive for establishing private universities is to make profit as the proprietors expect returns on their investments hence the tendency on the part of the proprietors to constantly interfere with operations of the institutions. This interference tends to fuel the feeling of job insecurity as the management of private universities can hire and fire their staff at the slightest provocation. In view of the job insecurity in the system, many private universities in Nigeria operate with a limited number of full-time teaching and non-teaching staff. Most of their teaching staff are either on part-time or sabbatical appointment without the requisite qualification (Ph.D) to teach in university as stipulated by the National Universities Commission (Ige, 2013; Oluwasanya, 2014).

Over the years, and in spite of the importance attached to education, successive governments in Nigeria (Federal and State) have paid lip service to education generally and university education in particular. Udida, Bassey, Udofia and Egbona (2009) submitted that the major issue in

educational development is shortage of funds. One of the most serious problems threatening the survival of the educational systems is the dwindling level of public funding in the face of rising demands and hence rising cost of higher education. This shortage of funds affects job performance and the growth of the institution. Higher educational institutions cannot perform optimally without funding. This situation calls for increased fund initiative from both the government and educational stakeholders so as to sustain the tempo and growth of the education industry. The inability of the Nigerian government to objectively accept and implement the 26% funding formula for education recommended by UNESCO impacts negatively on the performance and sustainability of higher education. Thus, it has become obvious that Nigeria's neglect of the funding formula is detrimental to higher educational institution performance and development aspiration as quality performance is the veritable instrument for sustenance of the education system.

This neglect has further precipitated crises in the entire higher educational systems as it impedes effective teaching, learning and research. The education sector in Nigeria is known to be one of the few areas that do not get the right budget allocation. Besides funds for infrastructure, equipment and other necessities, there is poor remuneration of staff. Inadequate funding has particularly affected infrastructure (buildings, roads, electricity and water), knowledge facilities such as library facilities, information and communication facilities, and teaching/instructional materials; research funding; recreational facilities; and welfare packages for lecturers, administrative staff and students (Akinaso, 2012).

Inadequate and in-conducive learning environment, facilities or resources is yet another issue in university education in Nigeria. The environment in which teaching-learning takes place in most Nigerian universities is not conducive as lecture halls, laboratories, seminar rooms and other facilities are in advanced state of degradation-too small and ill-equipped- coupled with the absence of potable water, internet access, regular supply of electricity which has further exacerbated the problem of lecturer-student ratio. The National Universities Commission (NUC) stipulates a maximum lecturer-student ratio of 1:40, but most universities in Nigeria have at least 1: 100 or more (Sa'ad, 2010).

Also, inadequate learning resources has also affected the quality of education in universities. Learning resources are materials that aid learning e.g books and articles, projector, well equipped

library, access to internet. Books are one of the most popular learning resources available, they can be found in libraries and bookstores around the world. They often provide a more in-depth exploration of a subject than other learning resources. Another learning resource is the internet. There are a variety of different websites that offer online courses, tutorials, and articles. What makes the internet so popular is that it's constantly changing and evolving. It provides information on any topic of interest, and the resources are often free. Finally, another popular learning resource is the university library which has several functions, perhaps the most important of which is obtaining information in its various forms, whether it is paper, such as books and brochures, or digital, such as films, slides, disks, audio, visual, and electronic. Libraries are offering different services aiming to improve the student experience, including a physical space where learners can find various materials such as books, dictionaries and encyclopedias; a place where students are able to find international magazines and discover what's going on worldwide; and independent study areas as well as collaborative learning spaces where students can meet up with other learners to complete group projects. In addition, many university libraries provide students with tutoring support. By being quiet places, libraries are the best areas where students can receive support to solve their questions and problems, enhancing their study experience. Also, many libraries give learners the possibility to use computers and engage with digital resources that cover different subjects. Through the use of computers, students can search their sources quickly, write their assignments and check the plagiarism percentage of their written work.

The increasing complexity of the Nigerian society as a result of social changes has affected the educational institution, most especially, the tertiary level of education. The Federal Government has introduced some novel practices to contend these pressures one of which is the privatization of higher education for standards and quality; increased access and better funding to meet the needs of globalization and the deregulation of hitherto publicly managed organizations. The government is of the view that the growth of private universities in the country will allow for competition between the public and the private universities, in terms of instructional delivery and other activities put in place to produce quality graduates for the economy. Competition brings improved quality of educational inputs and outputs.

Private universities are a recent development in Nigeria as compared to the federal and state universities. In the 90s there was the wind of change of deregulation policy aimed at enhancing

active involvement of all stakeholders in the ownership, finance, administration and control of education and thereby making the system more efficient in responding to the learning needs of the society and that of the individuals in a dwindling economy in Africa.

According to Utulu (2018), the establishment of private tertiary institutions is justifiable because of the numerous benefits accrued to it. Most universities in the country have consistently inadequate resources, which invariably affects the quality of output they produce. Besides, as Utulu (2018) points out, another factor that accounts for the decline in the quality of university output in Nigeria is the lack of physical facilities. Some of the universities in Nigeria operate in adverse conditions; overcrowding and deteriorating physical facilities, lack of library books, educational materials and so on. Addressing this problem calls for the involvement of the private sector.

Universities were established after independence as the only means of achieving rapid and desired pattern of economic growth in the face of inadequate entrepreneurial skills, shortage of capital and fear of the foreign control of the national economy. University, hence, is a place where skilled manpower of various capacities is being trained and also an avenue to develop human capital needed to sustain the economy. For the past four years, since the beginning of the twenty-first century, the Nigerian university system has been going through radical transformation and reforms. These reforms, according to Adeotomre (2017) are geared towards expanding access, promoting and ensuring quality and increasing institutional efficiency and thereby be responsive and relevant towards the production of a globally competitive entrepreneurial and self-reliant graduates.

It is against this background that this study carried out a comparative study of students' access to and utilization of learning resources in selected private and state owned tertiary institutions in Lagos State.

Statement of the Problem

The invaluable contribution of university education to contemporary Nigerian society has been highlighted as an instrument per excellence for achieving national development. This lofty objective of university education could not be achieved as the existing public universities could

not accommodate and train the much-needed manpower with the already overstretched, inadequate and dilapidated learning resources. Therefore, there is the need for the establishment of more universities than the available public ones, hence the establishment of private universities. Besides, diversity of ownership of university has brought about diversity of programmes, availability, accessibility and utilization of learning resources, methods of dissemination of knowledge and other university experiences that the students are exposed to. However, there is the raging debate over whether students in public universities have access to and utilize learning resources in their institutions just as products of private universities are often discriminated against by employers of labour and post-graduate schools of public universities largely due to the perceived inaccessibility to and non-utilization of learning resources.

Since the inception of university education in Nigeria in 1948 and the coming of the private sector into the provision of university education in 1999, the system has been bedevilled by a myriad of problems such as the inaccessibility to, unavailability and non- utilization of learning resources. However, since 2003 when the pioneer private universities produced their first set of graduates, there have not been any known empirical studies that attempted to compare students' access to and utilization of learning resources in public and private universities in southwest Nigeria. The present study therefore carried this study on comparative study of students' access to and utilization of learning resources in selected private and state owned tertiary institutions in Lagos State.

Purpose of the Study

The purpose of this study is to carry out a comparative study of students' access to and utilization of learning resources in selected private and state owned tertiary institutions in Lagos State. The specific objectives are:

1. To examine the difference between state and private universities in Lagos State in terms of availability of learning resources.
2. To determine the difference between state and private universities in Lagos State in terms of students' access to learning resources.

3. To examine the difference between state and private universities in Lagos State in terms of students' utilization of learning resources.
4. To ascertain the difference between state and private universities in Lagos State in terms of quality of learning resources.
5. To examine the difference between state and private universities in Lagos State in terms of adequacy of learning resources.

Hypotheses

The following hypotheses guided the study:

1. There is no significant difference between state and private universities in Lagos State in terms of availability of learning resources.
2. There is no significant difference between state and private universities in Lagos State in terms of students' access to learning resources.
3. There is no significant difference between state and private universities in Lagos State in terms of students' utilization of learning resources.
4. There is no significant difference between state and private universities in Lagos State in terms of quality of learning resources.
5. There is no significant difference between state and private universities in Lagos State in terms of adequacy of learning resources.

Methodology

Research Design

The survey research design was used in this study. Information obtained through survey design explains present conditions, attitudes, opinions, beliefs and so on which may not easily be obtained through experimental method. It explains conditions very clearly in order to see direction one wants to follow and how to get there very clearly. It is an effective way of collecting information from a large number of people or from a small source. This design was

considered for the study because it gives the researcher the opportunity of obtaining the opinion of the sample population to represent the opinions of the entire population.

Population of the Study

The population of the study comprised all the undergraduate students in Lagos State University (LASU), Ojo, Lagos and Caleb University, Imota, Lagos. The selected universities were purposively chosen because the study is a comparative study between private and state-owned university.

Sample and Sampling Technique

Lagos State University (LASU) was chosen being the oldest state-owned university in the state while Caleb University was also chosen because is among of the top private university in the state.

The sample size for the study was two hundred and forty (240) undergraduates. The researchers used simple random sampling technique to select two faculties from the faculties in each institution from where the participants were drawn. The sample size consisted 120 female and 120 male undergraduate students selected using stratified sampling technique. Sixty (60) undergraduates, comprising of 30 male and 30 female undergraduates were selected from each of the four faculties (two from each institution), giving a total of 240 undergraduates that served as sample size of the study.

Research Instrument

The study made use of a structured questionnaire designed by the researchers titled “Students’ Access and Utilization of Learning Resources Questionnaire (SAULRQ)”. The questionnaire was divided into two parts: Part A and B. Part ‘A’ contained items on the bio data of the respondents such as age, gender, and faculty. Part ‘B’ contained items on the variables as captured in the hypotheses to test the formulated hypotheses. Part B of the questionnaire adopted

Likert 4-point scale format. It had four optional responses vis-à-vis, Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validity and Reliability of the Instrument

The constructed questionnaire was validated through experts' opinions to ensure appropriateness, clarity and relevance of the items. The reliability of the instrument was determined through the split half technique in a pilot study. The researchers carried out a pilot survey in a private and a state-owned university outside that for the main study. Split-half method of test reliability was adopted. The Spearman-Brown correction of correlation coefficient for the items was obtained which showed internal consistency of the instrument. The Spearman-Brown correction of correlation coefficient of 0.82 was obtained, suggesting that the items have relatively high internal consistency. The instrument was hence used in the study.

Procedure for Data Collection

The questionnaires were administered to the respondents in the various faculties in the selected institutions. The questionnaires were filled and collected immediately upon completion which ensured high return rate. Thereafter, the administered questionnaires were collated for the analysis of data

Method of Data Analysis

Respondents' bio-data was analysed with the use of simple percentage and frequency tables while independent t-test statistics was used to test the formulated hypotheses at 0.05 level of significance.

Results and Discussion

Hypothesis One: There is no significant difference between state and private universities in Lagos State in terms of availability of learning resources.

Table 1: t-test analysis showing difference between state and private universities in Lagos State in terms of availability of learning resources

Variable	N	Mean	SD	Df	t-calc	t-tab
State University	120	13.28	2.25			
				238	1.12	1.98
Private University	120	13.42	3.32			

Significant @ 0.05

Table 1 indicates that the value of t-cal of independent sample t-test was 1.12, which was not significant in the light of the fact that is less than tabulated t-tab value of 1.98 at 0.05 level of significance given 238 degrees of freedom. Consequently, the null hypothesis was accepted. This implies that there is no significant difference between state and private universities in Lagos State in terms of availability of learning resources.

Hypothesis Two: There is no significant difference between state and private universities in Lagos State in terms of students' access to learning resources

Table 2: t-test analysis showing difference between state and private universities in Lagos State in terms of students' access to learning resources

Variable	N	Mean	SD	Df	t-calc	t-tab
State University	120	12.58	2.76			
				238	5.67	1.98
Private University	120	14.11	3.87			

Significant @ 0.05

Table 2 indicates that the value of t-cal of independent sample t-test was 5.67, which was significant in the light of the fact that is greater than tabulated t-tab value of 1.98 at 0.05 level of significance given 238 degrees of freedom. Consequently, the hypothesis was rejected. This

implies that there is a significant difference between state and private universities in Lagos State in terms of students' access to learning resources

Hypothesis Three: There is no significant difference between state and private universities in Lagos State in terms of students' utilization of learning resources

Table 3: t-test analysis showing difference between state and private universities in Lagos State in terms of students' utilization of learning resources

Variable	N	Mean	SD	Df	t-calc	t-tab
State University	120	14.21	3.84			
				238	1.03	1.98
Private University	120	14.56	3.96			

Significant @ 0.05

Table 3 indicates that the value of t-cal of independent sample t-test was 1.02, which was not significant in the light of the fact that is less than tabulated t-tab value of 1.98 at 0.05 level of significance given 238 degrees of freedom. Consequently, the null hypothesis was accepted. This implies that there is no significant difference between state and private universities in Lagos State in terms of students' utilization of learning resources.

Hypothesis Four: There is no significant difference between state and private universities in Lagos State in terms of quality of learning resources

Table 4: t-test analysis showing difference between state and private universities in Lagos State in terms of quality of learning resources

Variable	N	Mean	SD	Df	t-calc	t-tab
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State University	120	13.15	3.04			
				238	1.41	1.98
Private University	120	13.27	3.15			

Significant @ 0.05

Table 4 indicates that the value of t-cal of independent sample t-test was 1.41, which was not significant in the light of the fact that is less than tabulated t-tab value of 1.98 at 0.05 level of significance given 238 degrees of freedom. Consequently, the null hypothesis was accepted. This means that there is no significant difference between state and private universities in Lagos State in terms of quality of learning resources.

Hypothesis Five: There is no significant difference between state and private universities in Lagos State in terms of adequacy of learning resources

Table 5: t-test analysis showing difference between state and private universities in Lagos State in terms of adequacy of learning resources

Variable	N	Mean	SD	Df	t-calc	t-tab
State University	120	12.13	2.58			
				238	3.72	1.98
Private University	120	13.88	3.23			

Significant @ 0.05

Table 5 indicates that the value of t-cal of independent sample t-test was 3.72, which was significant in the light of the fact that is greater than tabulated t-tab value of 1.98 at 0.05 level of significance given 238 degrees of freedom. Consequently, the hypothesis was rejected. This implies that there is a significant difference between state and private universities in Lagos State in terms of adequacy of learning resources

Discussion of Findings

Hypothesis one was accepted as the result of the findings revealed that there is no significant difference between state and private universities in Lagos State in terms of availability of learning resources. This reason for this finding could be that one of the major factors that promotes teaching-learning in any educational institution; especially at the university level is the availability of learning resources. This finding supports Joseph and Philiat (2016) who noted availability of learning resources is a characteristic of a resource that is committable, operable, or usable upon demand to perform its designated or required functions. To enhance effective teaching and learning in tertiary institutions, public and private, there is need for availability of learning resources. Thus, the extent learning resources are utilized in a school will to a large extent depend on their availability. Also, According to Ogunode (2020), schools endowed with more learning resources performed better than schools that are less endowed. This corroborated the study by Babayomi (2021) that school performance depends on the availability and adequacy of teaching and learning materials. Azih and Nwosu (2018) reported that tertiary institutions in Ebonyi State do not have the required e-learning equipment. As a result, they do not use the equipment for instructional delivery in schools.

Hypothesis two was rejected as the result of the findings revealed that there is a significant difference between state and private universities in Lagos State in terms of students' access to learning resources. This development might not be unconnected with high rate of fees that students in private universities pay in line with lower population of the students when compared to public universities. This finding supports Oyediran-Tindings (2014) who reported a low use of the library by students in state university which was attributed to expressed accessibility problems. Fayose (2015) also had identified accessibility as one of the prerequisites of information use in public universities while Kuhlthau (2016) argues that the action of information seeking depends on the needs, the perceived accessibility, sources and information seeking behaviour of the students. This finding also corroborates earlier findings which indicated that private universities in Nigeria have better facilities and more learning resources than public universities (Okoro and Okoro, 2014; Iruonagbe, Imhonopi and Egharevba, 2015).

Hypothesis three was accepted as the result of the findings revealed that there is no significant difference between state and private universities in Lagos State in terms of students' utilization

of learning resources. This reason for this finding could be that students in public and private universities tend to adequately utilise whatever learning resources/facilities that are available to them in their institutions, even the obsolete or dilapidated ones. This finding is in line with results of earlier studies which found that though infrastructural facilities were provided in public and private universities yet the facilities were adequately utilised in both public and private universities (Ige, 2013; Abdullahi and Zahari, 2015). However, this finding is in contrast to earlier findings that inadequate, dilapidated or obsolete learning resources/facilities coupled with the lack of utility value of some facilities/resources in public universities was one of the reasons that gave rise to the proliferation of private universities in Nigeria (Akinnaso, 2014; Asiyai, 2017). Muzali (2019) also argued further that the establishment of private universities in Nigeria has boosted healthy competition and enhanced standardization between the public and private universities.

Hypothesis four was accepted as the result of the findings revealed that there is no significant difference between state and private universities in Lagos State in terms of quality of learning resources. The reason for this finding could be that university education either public or private equips students with quality of learning resources to be functional in and contribute to the collective survival in the larger society. This finding in line with Oyedeji, (2013) who stated that the quality of the physical resources that are available in the school system determine the qualities of the education provided in such an institution. Also, Ogundele and Taiwo (2015) noted that the public institutions do not complain for non-quality of learning resources but inadequate physical structures for both the staff and students use. This finding however contradicts Yusuf (2014), who submitted that the quality physical resources in private universities are different when compared with those in the public universities in Nigeria. Also, according to Abiodun-Oyebanji (2016), the owners of some of the private universities are businessman and women who have invested in education and therefore expect returns on their investments. The cost recovery plans however may affect the quality of services they render and consequently affect the output on the long run and this may jeopardize the applicability of acquired knowledge to the industry.

Hypothesis five was rejected as the result of the findings revealed that there is a significant difference between state and private universities in Lagos State in terms of adequacy of learning resources. This development might not be unconnected with high rate of fees that students in

private universities pay in line with lower population of the students when compared to public universities, hence there is tendency of adequacy of learning resources. Also, students in private universities had greater access to library facilities and recreation centres than students in public universities. This finding supports Ogunode (2020) who submitted that inadequate learning resources are a very big problem facing the administration of public universities in Nigeria. Many public universities in Nigeria do not have adequate infrastructural facilities. laboratories and offices for both students and academic staff. Also, Salisu (2016) in a study on influence of school physical resources on students' academic performance concludes that, there is significant difference in the academic performance of students in institutions with adequate facilities and those with inadequate facilities. Poor infrastructural facilities planning, corruption, poor maintenance culture and inadequate funding are factor responsible for inadequate infrastructural facilities in Nigerian higher institutions. A survey by the National Universities Commission in Ogunode (2020) showed that only about 30 percent of Nigeria student populations have adequate access to classroom, lecture theatres, laboratories and libraries.

Conclusion

One of the major factors that promote teaching-learning in any educational institution, especially at the university level is the availability of, access to and utilization of learning resources. This is because learning resources/facilities are a measure of a university's level of readiness to facilitate learning by students. In the same manner, access to and utilization of available and adequate learning resources help students to recall what has been learnt in the classroom situation. On the part of teachers, access to and utilization of learning resources help to reduce the burden of teacher-centred teaching as reference can easily be made to the teaching-learning resources/facilities to aid students. It can also help to enhance the quality of learning and make learning accessible to all students thereby making the students to realize their goal of university education.

The study concluded based on the findings of the study that there is no significant difference between state and private universities in Lagos State in terms of availability of learning resources, there is a significant difference between state and private universities in Lagos State in terms of students' access to learning resources, there is no significant difference between state and private universities in Lagos State in terms of students' utilization of learning resources, there is no significant difference between state and private universities in Lagos State in terms of quality of learning resources and there is a significant difference between state and private universities in Lagos State in terms of adequacy of learning resources.

Sociological Implications of the Findings

This study has revealed a differential access to adequacy of quality learning resources among undergraduates in public and private tertiary institutions. Students in private tertiary institutions have more access to adequate quality learning resources which puts them at a learning advantage with the potential for enhanced academic outcomes, over their counterparts in the public institutions. This has detrimental societal implications given that the public tertiary institutions provide education to a large chunk of the populace. No nation can short-change itself! Adequacy of quality learning resources is critical to raising effective and efficient societal manpower by this third tier of the national education system. A nation that has adopted education as an instrument per excellence in effecting national development, should ensure that the learning

resources in their public tertiary institutions and indeed at all levels of education are top-notch. This is why the need for adequate funding of the public tertiary education is urgent.

Implications of the Findings for Education Stakeholders

Programmes run by private universities should be well monitored by the NUC to ensure quality and ensure that the programmes conform to societal needs. Continuous appraisal of programmes is vital for quality assurance in the university system.

Teachers are responsible for ensuring positive changes in the lives of students in terms of skill acquisition, mental and moral development. In order to guarantee quality assurance in these private universities, highly qualified teachers or lecturers should be employed. Private university institutions are claimed to be better placed because they depended heavily on part-time staff drawn mainly from public universities. However, facilities for staff development and research opportunities for staff are limited in the private higher institutions compared with the public institutions. Besides, highly-qualified lecturers, staff development programmers of various kinds should be put in place to ensure self-development and self-growth of lecturers.

Standards can be assured through proper monitoring. Hence private universities should be put under close watch by the NUC so that they do not deviate from the primary purpose of academic excellence in the pursuit of profit. The proprietors of private universities should be made to understand that the license granted for operation can be withdrawn at any time if there is deviation from the.

Recommendations

Based on the findings of this study, the following recommendations are proffered:

1. Universities, especially public universities, should endeavor to provide more learning facilities/resources in their institutions and ensure that the resources so provided are made accessible to the students.
2. Authorities in public and private universities should ensure the adequate utilization of resources/facilities at their disposal by students to enhance teaching-learning situation in their institutions.

3. There should be an awareness campaign on the usefulness and utilization of learning resources in Nigerian tertiary institutions.
 - a. All tertiary institutions (public and private) should be provided with enough learning resources (both direct and indirect) to ensure quality instructional delivery for the learners and enhance the performance of the instructors.
 - s. Constant seminars, workshops, and conferences should be organized for both for students and lecturers in tertiary institutions to improve their capacity for the use of learning resources.
6. Effective maintenance and management strategies should be adopted in tertiary institutions to ensure the capacity of available learning resources improve at all times.

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