

## PROVISION AND UTILIZATION OF PHYSICAL RESOURCES FOR GOAL ATTAINMENT IN PUBLIC UNIVERSITIES IN RIVERS STATE

Okai, Ndubuisi Okai\*; Okai Faith Izeuma\*\*

\*Ignatius Ajuru University of Education,  
Department of Educational Management,  
NIGERIA

\*\*Ignatius Ajuru University of Education,  
Department of Educational Management,  
NIGERIA

DOI: [10.5958/2249-7137.2021.02465.4](https://doi.org/10.5958/2249-7137.2021.02465.4)

---

### ABSTRACT

*The study investigated provision and utilization of physical resources for goal attainment in public universities in Rivers State. Three research questions were raised to guide the study and three null hypotheses were postulated and statistically tested at 0.05 level of significance. The study was anchored on the system theory and progressive utilization theory. The design of the study was a descriptive design. The population of the study was 1400 lecturers drawn from some selected departments in the three public universities in Rivers State. The sample size of the study was 420 persons making 30% of the total population. The instrument for data collection was a questionnaire titled Provision and utilization of physical resources for university goal attainment questionnaire (PUPRUGAQ). The reliability index of the instrument was established at 0.73. Mean and standard deviation were used to answer the research questions while z test statistic was used to test the hypotheses of the study. The result of the study shows that physical resources are provided in public universities for goal attainment, physical resources are adequate and they are highly utilized. There is no significant different between federal and state universities in their mean ratings on the provision, adequacy, and utilization of physical resources for goal attainment in public universities in Rivers State. It was concluded that physical resources are important tools that can be used to facilitate teaching and learning in the university and such teaching will result to goal attainment. It recommended among others that management of the universities should provide more resources such as building, chairs, ICT facilities to support teaching and learning. The management of universities should organize periodic training on the utilization of educational resources.*

**KEYWORDS:** Investigated, Building, Chairs, Hypotheses

---

### INTRODUCTION

Education is universally accepted and recognized as an instrument for social, political, scientific and technological development. It is reasonable to state that no society can afford to toy with the education of its citizens as this could result to poor and slow economic development.

---

Education could be seen as an aggregate of all the processes by which a child or young adult develops abilities, attitudes and other forms of behaviour which are of value to the society in which he lives. It is a conscious training of the young to a life which would be useful to him and to the society to which he belongs. Elekwa, Okai and Bright (2004) [1] defines education as a process by which children are born into the society and are made to understand the environment they find themselves. Ohiwerei (2005) [2] considers education as the development of person's head, heart and hands for his self-fulfilment and optimum service to humanity. Education is a process through which a child develop skills that will help him to live in the society. As a corollary, Adeyemi and Adu (2010), stated that it is widely accepted that education is one of the leading instruments for promoting economic development as it encompasses some processes individuals go through to help them develop and utilize their potentials. Further more, Okeke (2007) [3] points out that, through education, individuals acquire knowledge, skills and attitude that are necessary for effective living. This is the reason why in all modern nations, investment in education of the youth is considered most vital. This is the reason that make education to be important and this is why there has been a growing concern on the provision and utilization of physical facilities for quality of education that is offered in the nation's schools, especially in the universities. This is because university education is a prerequisite for the scientific and technological development of the nation. Peretomode and Chukwuma (2007) posited that university education is the facilitator, the bedrock, the power house and the driving force for the strong socio-economic, political, cultural, healthier and industrial development of a nation, as universities are key mechanisms increasingly recognized as wealth and human capital producing industries. These fundamental goals of education can be achieved through the provision and utilization of physical facilities.

It is a well known fact that quality education cannot be achieved without educational resources. Particularly physical facilities which play an important role in the achievement of educational goals and objectives. Adeogun and Ofisila (2008) asserted that educational resources can be categorized into four groups that is human, material, physical and financial resources. Physical facilities according to Usman (2007) are central to the educational process because they play an important role in the achievement of educational goals and accelerate learning on the part of the student. This is in line with the findings of Hallack (1990) wherein he emphasized that the provision and effective utilization of relevant educational resources contribute to academic achievement, he further noted that unattractive school buildings, crowded classrooms poor condition of chairs and chalkboard, non availability of playing grounds and surroundings that have no aesthetic beauty can contribute to poor academic achievement, this will also lead to poor goal attainment, particularly in the university.

Education is the greatest facilitator of positive change. This is why National Policy on Education the Federal Republic of Nigeria (FRN, 2014) identified the goals of university in Nigeria, they include the following: to contribute to national development through high level manpower training, to inculcate proper values for the survival of the individual and society, to develop the intellectual capability of the individuals to understand and appreciate their and external environment, to promote and exchange scholarship and community service, to provide accessible and affordable quality learning opportunities to respond to the needs of the society. Furthermore, in this 21<sup>st</sup> century, the key goals of the university is to prepare the students for leading roles in an innovation-driven economy and global society, promotion of research and

---

creative work to increase the intellectual, social and economic capital of graduates within and beyond their borders, to developed human and physical resources to achieve different goals. It must be pointed out that the educational goals can only be achieved through the use of requisite learning physical resources this is because these physical resources are meant to support teaching and learning in the university. It is very important to note that physical resources among other resources need to be provided for the achievement of the goals of university education. More importantly is the effective utilization of these resources for the attainment of goals. Adeogun (1999), posited that educational resources which are physical, human, material and other resources can influence the teaching and learning process. This is

because the more the students hears, sees and touches, the more he would want to hear, see and touch, and the more he is prepared for useful living in life. Physical Resources in this study is referred to as buildings, classrooms, laboratories equipment, reprographic equipment and other physical plants like library, office space, machines, vehicles, computer sets, typewriters, duplicating and photocopying machines. Conducive learning environment, promote true teaching and learning activities, and is a source of motivation to both teachers and students hence it enhances effective teaching and learning. On the other hand, a learning environment that is not conducive for teaching and learning has a negative effect on both teachers and students this is because the motivation to carry out effective teaching and learning activities may not take place. It is imperative to state that physical resources enable the lecturers to accomplish their task as well as helping the student to learn effectively. The provision and utilization of physical resource will contribute to effective teaching and learning in university education while unattractive school buildings, crowded classrooms, non-availability of playground and flowerbeds and surroundings that have no aesthetic beauty will not only frustrate the achievement of educational goals, but can contribute to poor performance.

The provision of physical resources such as chairs, classrooms, administrative blocks, students' hostels, office accommodation, library, laboratory, ICT, football fields, desks, chalkboard, instructional materials among others are pre-requisite for accreditation of universities institutions in Nigeria. The unavailability of these resources to teach the students will likely lead to poor learning outcomes and also affects the lecturers output thereby frustrating the learning process of such institutions in all it will lead to inability to achieve stated goals. However, in most universities, especially in Rivers State, where these resources are provided, there is also the question of level of utilization.

Physical resources are expected to be adequately provided to enhance effective teaching and learning in the universities in Rivers State. It is however not uncommon that physical resources in most institutions across Nigeria are dilapidated and inadequate to provide quality education service delivery. It has been reported by Wali (2018) that the classrooms in most of the universities in Rivers State were inadequate in terms of decency, space, ventilation and insulation from heat; the incinerators and urinal were not conveniently placed, and the school plant was poorly maintained; these combined deficiencies constituted a major gap in the quality of management of these institutions of learning, thus the attendant result of non- attainment of the set standards and goals of these institutions. The provision of most these facilities will only be meaningful if they are well utilized for teaching and learning.

Paterson (2009) [4] viewed utilization of physical resources as the extent of usage of school buildings, laboratories, library, assembly-ground, flower garden, school garden, volleyball field, chairs, desks, chalkboard, and so on contribute meaningfully to the development of the universities and as well students and lecturers live a fulfilled life. This can only be possible through effective utilization of physical resources. In some institutions, the few physical resources that are provided are old and not properly installed due to lack of fund. There are instances where some of these resources are provided but the lecturers are not able to utilize them in teaching and learning process as a result of lack of skills. Also in some of these universities, some modern equipment such as sophisticated sewing machines, computer machines, wood cutters and others are not used by lectures because of their inability to use them. All these have great consequences on the outcome of the programme. Also, too much pressure on their use could result in over utilization, a situation that could lead to rapid deterioration and breakdown. For instance, when a classroom built to accommodate 40 students is constantly being used for 60 students then the returns from these facilities may not be maximized in terms of teaching and learning. Comfortable learning facilities will not only boost the morale of lecturers and students but will also ensure the realization of the set goals of these universities.

The provision and utilization of resources in education is very important because of its role in the achievement of academic objectives. Suffice it to state that the provision and utilization of resources has to do with planning, controlling and directing a number of other activities in order to achieve efficient utilization of resources that are available for teaching and learning in the university system.

Okai (2008) stated that university organization is one of the agents that shape the destiny of man and that of the nation, this suggest that the university system is a key that opens the door of civilization and development. In fact the role of the university system as the backbone of development has called for adequate planning and adequate provision and utilization of the available resources, this is to ensure effective teaching and learning in the university. Teaching in the context of this study can be defined as the process by which a person or group of persons lead in the act of imparting and acquiring new knowledge or experience. Suffice to say that provision and utilization of resources will lead to university goal attainment. This therefore, implies that the extent to which an organization, the university inclusive, attains her goals is directly proportional to the provision ad use of the resources that are available. Okai (2013) [5] stated that the resources management and utilization is the coordination of human and material resources in the right direction for effective organizational goal attainment. In this regard, resources provision and utilization is the proper coordination of the resources made available to the university for the purpose of producing quality graduates.

The university system is a citadel of learning where the lecturers through research, published articles and papers, proffer solution to the problems that plague the nation. It is pertinent to state that management is a panacea for producing quality graduates in the university system, good educational managers must carefully and effectively handle educational resources particularly money, machines such as computers, teaching technology, internet facilities and other facilities; this is to ensure the effective realization of educational goals. It is against this background that this investigated the provision of physical resources and its utilization in universities with a

view to determining the level of provision of physical resources and its utilization, and to proffer a working solution.

### **Statement of the problem**

Contemporary society also relies on universities for their development and sustainability. Indeed, in this regard university organization is one of the agents that shape the destiny of man and that of the nation to this end there is need for provision and effective utilization of resources. It could be seen that students content has increased in the recent times and this has increasingly made university education to become more complex than ever before, hence its utilization is becoming more demanding than ever. With the students explosion in the university and the multiplicity of programmes, universities are required to provide more physical resources to meet the relevant needs of the students. It is therefore not surprising that the provision, management, adequacy and utilization of physical resources will help in teaching, research and overall learning process, however, poor provision of resources inadequacy of resources and mismanagement of available resources, and low utilization of resources could result to inability to achieve the university goals.

Indeed, the performance of the universities traditional role of teaching, research and contribution to community development will substantially diminish. This is because the availability of physical resources, and their utilization is hoped to support teaching, learning and research functions, and eventually result to university goal attainment. Any organization desirous of success must set goals and objectives, and there will be guidelines for the attainment of the set goals. The university is not excluded from setting goals and objectives. A university is only strong as people who populate it and the physical facilities are adequately provided to effectively support teaching and learning for the attainment of university goals.

The crux of the matter is that poor or inadequacy of physical facilities to support teaching and learning and consequent on low utilization of the available facilities will pose a serious threat to university goal attainment. This is because the university traditional role of teaching, research and contribution to community development will substantially diminish. It is not surprising that the goals of the university system cannot be achieved them physical facilities are not adequately provided and the avail physical facilities are not effectively utilized. It is against this backdrop that this study is being carried out with a view to proffering solution to the problem.

### **Aims and Objectives**

The main aim of this study is to examine the provision and utilization of physical resources for university goal attainment in public universities in Rivers State. Specific objectives of the study is to:

1. Examine the provision of physical resources for university goal attainment in Rivers State.
2. Determine the adequacy of physical resources for university goal attainment in Rivers State.
3. Determine the level of utilization of physical resources for university goal attainment in Rivers State.

### **Research Questions**

The following research questions were raised to guide the study:



1. What is the provision of physical resources for goal attainment in public universities in Rivers State?
2. How adequate are the physical resources for goal attainment in public universities in Rivers State?
3. What is the level of utilization of physical resources for goal attainment in public universities in Rivers State?

### **Hypotheses**

The following null hypotheses were postulated and statistically tested at 0.05 level of significance:

**H<sub>01</sub>:** There is no significant difference in the mean rating responses of lecturers in federal and state universities on the provision physical resources for goal attainment in public universities in Rivers State.

**H<sub>02</sub>:** There is no significant difference in the mean rating response lecturers in federal and state universities on the adequacy of the physical resources for goal attainment in public universities in Rivers State.

**H<sub>03</sub>:** There is no significant difference in the mean rating response lecturers in federal and state universities on the level of utilization of physical resources for goal attainment in public universities in Rivers State.

### **Review of Related Literature**

This study is anchored on two theories namely: the System theory by Ludwig Von Bertalanfy (1950) and Progressive utilization theory by Prabhat Sarker in 1959.

### **System Theory**

This study on the assessment of the provision and utilization of physical resources for goal attainment in universities in Rivers State is anchored on two theories namely – the system's theory by Ludwig Von Bertalanfy (1950) but cited by Ukeje, Okorie and Nwagbara (1992) [6]. He sees a system as an assemblage of a set of constituents or elements in active organized interaction as a bounded entity, so as to achieve a common goal or purpose which transcends that of the constituents in isolation. A system is composed of a number of parts and as an organization it is constituted of persons who must know what the others are doing. All systems are subject to use, wear and tear, malfunction and total spoilage. Therefore a system should be able to combat and counteract the systems entropic tendency to enhance its continuing existence. As a system, all parts of the universities require the needed resources to function effectively. This is why this theory is relevant in this study.

It could be seen that the effectiveness of an organizations ability to secure an advantageous bargaining position in its environment and to capitalize on that position to acquire, judiciously distribute, and monitor utilization of scarce resources also depends on the application of system theory. He viewed organizations in which schools is inclusive as open systems which has inputs that engage in transformation process and generate outputs.

Also, universities are systems where the teaching and learning process is observed as a process used to improve students academic life, which enable them graduate with different skills and competence. In universities it is also observed that an interrelation between lecturers, physical resources and students constitute a *since quo none* condition for the effectiveness of the teaching/learning process. Realistically, every university has objectives to achieve, and to be able to achieve the objectives it requires to treat all the elements involved in the process (inputs like students, staff and resources; throughput like teaching methods and outputs like graduates with different skills and attitudes) as interdependent.

## **Progressive Utilization Theory**

Progressive Utilization Theory is a socio-economic theory that was propounded by Probhat in 1959 but cited in Wali (2018) [7]. According to Craig (1998) in Wali (2018) progressive utilization theory sees an organization as a social system that uses resources to achieve some specific goals. Among other things, “progressive utilization” would optimize the use of physical and human resources, based on cooperative coordination of the resources towards goal attainment. This theory seeks the welfare and happiness of all and is also concerned with the use of resources to achieve organizational goals. The relevance of the progressive utilization theory (PROUT) in this study is its encouragement to optimize the use of available physical resources as well as other resources that belong to the organization. This theory encourages the lecturers to use all available resources (within and outside) the school to teach students, this is to ensure the effective realization of university goals.

## **Conceptual Review Physical Resources**

Physical resources according to Hornby (2005) are what can be used to help achieve an aim such as equipment and facilities which provide information for the lecturers and students. Proper applications of classroom resources in teaching and learning are useful and advantageous especially on the area of stimulation of interest: The uses of instructional resources bring life in the process of teaching and learning. They provide cognitive ‘bridge’ between abstraction and reality to the students. Classroom as one of the physical resources create impressions that are so vivid and powerful that learners hardly forget. Their use make the task of teaching quite easy, interesting methodical and scientific as the lecturer becomes more equipped with teaching objectives for greater efficiency and productivity. Singh, Sharma and Upadhya, (2008), noted that instructional materials generate and maintain students interest and provide the teacher with interest-compelling spring-boards which can launch students into a variety of learning activities.

Physical resources are classrooms, library facilities, laboratories workshops, office accommodation, chairs, hostels accommodation, chalkboard, desks, instructional materials, Information and communication technology (ICT). The relevance of physical resources in the attainment of university goal cannot be over emphasized. Anything a lecturer used to achieve instructional objectives is called instructional materials. According to Akande (2005), learning cannot occur without physical resources. As a corollary James (2015), asserted that learning can occur through ones interaction with the environment. Environment here refers to facilities that are available to facilitate students learning outcomes. Olagboye (2014) stated that educational

resources consist of instructional resources such as audio and visual aids, graphics, printed materials, display and consumable materials. Facilities and other teaching aids are regarded as resource materials because they provide information and teachings in the teaching and learning process. Standard facilities and equipment are essential for effective teaching and learning in the university system.

The level of success of most university programme is greatly dependent on the degree of availability of equipment and facilities, this is because their presence will enhance effective teaching and learning. Longman (2003) [8] in Wali (2018) asserted that availability of physical resources is something that is able to be used or can they can easily be found and used. This implies that available resources that are usable upon demand to perform their designated functions as required by the lecturer.

Longman (2006) [9], explained adequacy of resources as a situation in which there are enough resources for a partial as purpose. Paterson (2008) was in support of Longman when he posited that adequacy is a satisfactory condition of resources in an organization. Educational resources are meant to be provided in the right quality and quantity, this is to ensure effective teaching and learning in the university. The net effect of this is positive learning outcome.

Paterson (2008) explain utilization as to make use of the available resources or services at the individual's disposal. The utilization of instructional materials in teaching and learning is a sure way of achieving the objectives of the learning. When real objects are used in teaching, students see, touch and interact with these materials. Interaction with learning materials will help the students not to forget what they learnt easily. In fact, resources utilization has to do with the extent to which facilities are provided to the university and the extent to which they are used. The possibilities are that they are either used effectively or ineffectively or they may remain unused.

## **Methodology**

The design of this study was descriptive survey, this design was used because it permits activities or events to be examined as they appear to be in their usual manner. The population of the study is 1400 lecturers drawn from some selected departments in the three public universities in Rivers State. University of Port Harcourt is 800, Rivers State University 400 lecturers while Ignatius Ajuru University of Education is 200 lecturers, thereby bringing the total population to 1400. The sample of the study was 420 making 30% of the total population. In this regard 240 lecturers were drawn from university of Port Harcourt ,120 lecturers were drawn from Rivers State University, 60 lecturers were drawn from Ignatius Ajuru University of Education , this brings the total simple size to 420. Stratified random sampling technique was used to select the departments while simple random sampling technique was used to select the lecturers. The instrument for data collection was questionnaire that was structured on 4 points Likert scaling pattern. The instrument was as validated by some experts in measurement and evaluation, the reliability of the instrument was ascertained with the use of test-retest method; a reliability index of 0.73 was obtained. Mean and standard deviation were used to answer the research questions while z-test statistic was used to test the hypotheses of the study at 0.05 level of significance.



## Results and Discussion

### Answers to research questions

**Research question one:** What is the provision of physical resources for goal attainment in public universities in Rivers State?

**TABLE 1: MEAN RESPONSES ON THE PROVISION OF PHYSICAL RESOURCES FOR GOAL ATTAINMENT IN PUBLIC UNIVERSITIES IN RIVERS STATE**

S/No	Provision of physical resources	Mean	STD	Remark
1.	Classrooms are provided for teaching and Learning in university.	3.55	0.84	Agreed
2.	There are good desks for both staff and students Are provided in university.		0.81	Agreed
3.	Office accommodation provided for staff	2.88	0.98	Agreed
4.	Hostel accommodations are provided for students.	2.88	1.07	Agreed
5.	Library facilities are provided in university.	3.11	0.95	Agreed
6.	Chairs for teaching and learning are provided in university	2.89	0.92	Agreed
7.	Chalkboards are provided for teaching and learning in the university.	2.97	1.03	Agreed
8.	Laboratory facilities are provided for science students in university	3.26	0.89	Agreed
9.	Computer and internet services are provided for staff and Students access their results and materials.	2.61	0.99	Agreed
10.	Instructional materials provided for teaching, And learning in the university.	2.57	1.13	Agreed
	<b>Grand Mean</b>		2.98 0.96	Agreed

The table above showed the respondents agreed that classrooms are provided for teaching and learning in university (Mean=3.55, Std=0.84), there are good desks for both staff and students are provided in university (Mean=3.05, Std=0.81), office accommodation provided for staff (Mean=2.88, Std=0.98), hostel accommodations are provided for students (Mean=2.88, Std=1.07), library facilities are provided in university (Mean=3.11, Std=0.95), chairs for teaching and learning are provided in university (Mean=2.89, Std=0.92), chalkboards are provided for teaching and learning in the university (Mean=2.97, Std=1.03), laboratory facilities are provided for science students in university (Mean=3.26, Std=0.89), computer and internet services are provided for staff and students access their results and materials (Mean=2.61 Std=0.99 and instructional materials provided for teaching and learning in the university (Mean=2.57, Std=1.13).

**Research question two:** How adequate are the physical resources for goal attainment in public universities in Rivers State?

**TABLE 2: MEAN RESPONSES ON THE ADEQUACY OF PHYSICAL RESOURCES FOR GOAL ATTAINMENT IN PUBLIC UNIVERSITIES IN RIVERS STATE**

S/NO	Adequacy of the physical resources	Mean	Std	Remark
11.	The classrooms are provided for both lecturers and Students for teaching and learning in the university.	2.79	1.09	Agreed
12.	The students are provided with desks to support Their reading and writing in university	2.86	1.00	Agreed
13.	Office accommodations are provided to enhance effective Academic performance of the lecturer in university.	2.84	0.94	Agreed
14.	The provision of hostel accommodation for Students enhances their academic performance.	2.80	1.00	Agreed
15.	The provision of library facilities improves Teaching and learning in the university.	2.96	0.96	Agreed
16.	The provision of chairs for staff and Students enhances their comfort in lecture halls.	3.11	2.27	Agreed
17.	The provision of chalkboard enhances Effective teaching and learning in university.	3.02	0.96	Agreed
18.	The provision of laboratory facilities for Effective teaching and learning in university.	2.96	0.94	Agreed
19.	The provision computers and internet services Help the lecturers and students to access information.	2.88	0.94	Agreed
20.	The provision of instructional materials enhances effective teaching and learning in university.	2.60	1.08	Agreed
<b>Grand Mean</b>		<b>2.88</b>	<b>1.12</b>	<b>Agreed</b>

The table above showed mean responses of lecturers on the adequacy of physical resources for goal attainment in public universities in Rivers State. The table showed that the respondents agreed that classrooms provided for both lecturers and students (Mean=2.79 , Std=1.09), the desks provided for students to support their reading and writing (Mean=2.86, Std=1.00), office accommodations (Mean=2.84, Std= 0.94), hostel accommodations for students (Mean=2.80, Std=1.00), library facilities (Mean=2.96, Std=0.96), chairs for staff and students enhances their comfort in lecture halls (Mean=3.11, Std=2.27), chalkboard (Mean=3.02, Std=0.96), laboratory facilities (Mean=2.96, Std=0.94), computers and internet services to access information (Mean=2.88, Std=0.94), and instructional materials enhances (Mean=2.60, Std=1.08) are adequately provided to enhance teaching and learning in the university.

**Research question three:** What is the level of utilization of physical resources for goal attainment in public universities in Rivers State?

**TABLE 3: MEAN RESPONSES ON THE UTILIZATION OF PHYSICAL RESOURCES FOR GOAL ATTAINMENT IN PUBLIC UNIVERSITIES IN RIVERS STATE**

S/No	Level of utilization of physical resources	Mean	Std	Remark
21.	The available classrooms are used for teaching and Learning in university.		0.85	highly utilized
22.	The available desks are used for the comfort of both Staff and students in university.	2.89	0.88	highly utilized
23.	Office accommodation are used by lecturers to enhance their academic performance in university	3.03	0.83	highly utilized
24.	The hostel accommodations are used by lectures to enable them to be comfortable in their learning.	3.02	0.84	highly utilized
25.	The available library facilities are used to enhance improvement on students academic performance.	3.04	0.86	highly utilized
26.	The university makes enough provision of chairs to both staff and student in university.	3.07	0.75	highly utilized
27.	The lecturer's use of chalkboard enhances improvement on teaching and learning in university.	3.02	0.83	highly utilized
28.	The available laboratory facilities are used to enhanced effective teaching and learning by science students in university.	3.04	0.81	highly utilized
29.	The use of ICT computer enhances lecturers and students improvement to access internet services.	2.95	0.87	highly utilized
30.	The use of instructional material enhance improvement on teaching and learning in university.		0.79	highly utilized
<b>Grand Mean</b>		<b>3.02</b>	<b>0.83</b>	<b>Highly utilized</b>

The table above showed mean responses of lecturers on the level of utilization of physical resources for goal attainment in public universities in Rivers State. The table showed that the respondents agreed that classrooms provided for both lecturers and students (Mean=3.06, Std=0.85), the desks provided for students to support their reading and writing (Mean=2.89, Std=0.88), office accommodations (Mean=3.03, Std=0.83), hostel accommodations for students (Mean=3.02, Std=0.84), library facilities (Mean=3.04, Std=0.86), chairs for staff and students (Mean=3.07, Std=0.75), chalkboard (Mean=3.02, Std=0.83), laboratory facilities (Mean=2.96, Std=0.94), computers and internet services to access information (Mean=3.04, Std=0.81), and instructional materials enhances (Mean=2.95, Std=87) are highly utilized to enhance teaching and learning in the university.

### Hypotheses

**H<sub>01</sub>:** There is no significant difference in the mean rating responses of lecturers in federal and state universities on the provision physical resources for goal attainment in public universities in Rivers State.

**TABLE 4: DIFFERENCE IN THE MEAN RATING RESPONSES OF LECTURERS IN FEDERAL AND STATE UNIVERSITIES ON THE PROVISION PHYSICAL RESOURCES FOR GOAL ATTAINMENT IN PUBLIC UNIVERSITIES IN RIVERS STATE**

University Type	N	Mean	Std.	df	t-test	Sig
Federal	240	2.95	0.96	418	1.109	0.234
State	180	3.01	0.79			

Table 4.4 showed that the mean rating and standard of lecturers in federal university on the provision physical resources for goal attainment in public universities in Rivers State are 2.95 and 0.96 while the mean rating and standard deviation of lecturers in state universities are 3.01 and 0.79, the t-cal (1.099),  $p > 0.05$ . Hence the null hypothesis one that states that there is no significant difference in the mean rating responses of lecturers in federal and state universities on the provision physical resources for goal attainment in public universities in Rivers State is retained and the alternate rejected at 0.05 level of significance of 418 degree of freedom.

**H<sub>02</sub>:** There is no significant difference in the mean rating response lecturers in federal and state universities on the adequacy of the physical resources for goal attainment in public universities in Rivers State.

**TABLE 5: DIFFERENCE IN THE MEAN RATING RESPONSES OF LECTURERS IN FEDERAL AND STATE UNIVERSITIES ON THE ADEQUACY OF THE PHYSICAL RESOURCES FOR GOAL ATTAINMENT IN PUBLIC UNIVERSITIES IN RIVERS STATE**

University Type	N	Mean	Std.	df	t-test	Sig
Federal	240	2.85	1.12	418	1.219	0.160
State	180	2.93	1.01			

Table 4.5 showed that the mean rating and standard of lecturers in federal university on the adequacy of physical resources for goal attainment in public universities in Rivers State are 2.85 and 1.12 while the mean rating and standard deviation of lecturers in state universities are 2.93 and 1.01, the t-cal (1.219),  $p > 0.05$ . Hence the null hypothesis two that states that is no significant difference in the mean rating response lecturers in federal and state universities on the adequacy of the physical resources for goal attainment in public universities in Rivers State is retained and the alternate rejected at 0.05 level of significance of 418 degree of freedom.

**H<sub>03</sub>:** There is no significant difference in the mean rating response lecturers in federal and state universities on the level of utilization of physical resources for goal attainment in public universities in Rivers State.

**TABLE 6: DIFFERENCE IN THE MEAN RATING RESPONSES OF LECTURERS IN FEDERAL AND STATE UNIVERSITIES ON THE LEVEL OF UTILIZATION OF PHYSICAL RESOURCES FOR GOAL ATTAINMENT IN PUBLIC UNIVERSITIES IN RIVERS STATE**

University Type	N	Mean	Std.	df	t-test	Sig
Federal	240	3.01	0.61	418	1.034	0.911
State	180	3.02	0.83			

Table 4.6 showed that the mean rating and standard of lecturers in federal university on the level of utilization of physical resources for goal attainment in public universities in Rivers State are 3.01 and 0.61 while the mean rating and standard deviation of lecturers in state universities are 3.02 and 0.83, the t-cal (1.034),  $p > 0.05$ . Hence the null hypothesis three that states is no significant difference in the mean rating response lecturers in federal and state universities on the level of utilization of physical resources for goal attainment in public universities in Rivers State is retained and the alternate rejected at 0.05 level of significance of 418 degree of freedom.

### Summary of findings

The following a summarized the findings of the study.

1. Physical resources such as class rooms, chalkboard, desk, chairs, laboratory equipment and instructional materials are available for teaching and learning.
2. Physical resources are utilized by both staff and students for teaching and learning
3. There is no significant difference in the mean rating responses of lecturers in federal and state universities on the provision physical resources for goal attainment in public universities in Rivers State.
4. There is no significant difference in the mean rating responses of lecturers in federal and state universities on the adequacy of the physical resources for goal attainment in public universities in Rivers State.
5. There is no significant difference in the mean rating responses of lecturers in federal and state universities on the adequacy of the physical resources for goal attainment in public universities in Rivers State.

### DISCUSSION OF FINDINGS

The objectives of the study are to examine the provision, adequacy and utilization of physical resources for university goal attainment in Rivers State. The findings revealed that classrooms are provided for teaching and learning in university, there are good desks for both staff and students are provided in university, office accommodation provided for staff, hostel accommodations are provided for, library facilities are provided in university, chairs for teaching and learning are provided in university, chalkboards are provided for teaching and learning in the university, laboratory facilities are provided for science students in university, computer and internet services are provided for staff and students access their results and



materials and instructional materials provided for teaching and learning in the university. The corresponded hypothesis showed that there is no significant difference in the mean rating responses of lecturers in federal and state universities on the provision physical resources for goal attainment in public universities in Rivers State. This result of the study demonstrated both lecturers from federal and state universities attested to the provision of physical resources for goal attainment in public universities in Rivers State. The findings also showed that the physical resources are adequate and are effectively utilized by the lecturers of the various universities. The findings agreed with the position of Singh, Sharma and Upadhya, (2008) [10], who noted that instructional materials generate and maintain students interest and provide the teacher with interest-compelling spring-boards which can launch students into a variety of learning activities. Physical resources are classrooms, library facilities, laboratories workshops, office accommodation, chairs, hostels accommodation, chalkboard, desks, instructional materials, Information and communication technology (ICT). The relevance of physical resources in the attainment of university goal cannot be over emphasized (see also Longman, 2006; Paterson, 2008).

## CONCLUSION

Physical resources are those educational tools that are provided in the school system to support teaching and learning in the school system .Their presence will enhance effective teaching and learning process in the university system. From the result of the study it is reasonable to conclude that physical resources such as buildings , instructional materials, ICT facilities, chairs and tangible equipment are provided and they utilized.

## Recommendation

The following recommendations are made:

1. The management of the university system should provide more buildings to meet the needs of the university
2. The management of the university system should organize periodic training on the use of educational resources
3. The management of the university system should ensure that educational resources are regularly maintained to prolong the life span of the facilities
4. The management of the university system provides more chairs and tables, this is to ensure that both staff and students have adequate chairs and tables.

## REFERENCES

1. Elekwa JE, Okai NO, Okanezi. An introduction to teaching profession in Nigeria issues and concepts. Port Harcourt: Davison Publications.2014.
2. Ohiwerei FO. Effect of reciprocal peer tutoring on academic achievement of students in business studies. Unpublished Master's thesis, University of Benin, Benin City. 2005.
3. Okeke BS. Theoretical model of primary frequency. Microsesnos Geographical Journal of Royal Astronomic Society, 2007;27(3):287–299.

4. Paterson NS. Production and utilization of resources for teaching and learning in school. Ife: Abiodun Publishers. 2008.
5. Okai NO. Educational administration, theory and practice. Port Harcourt: Stepson Publishers. 2013.
6. Ukeje BO, Okori NC, Nwagbara VA. Educational administration: Theory and practice. Owerri: Totan Publishers. 1992.
7. Wali TJ. Availability of utilization of physical resources for teaching and learning in universities in Rivers State. Unpublished Ph.D thesis, Ignatius Ajuru University of Education, Port Harcourt. 2018.
8. Longman. Dictionary of contemporary English. England: Pearson Education. 2003.
9. Longman. Dictionary of contemporary English. England: Pearson Education. 2006.
10. Singh M, Upadhya J.T. Teachers effective use of facilities. Sagamu: Abiola Publishers. 2008