



## ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ON QUALITY MANAGEMENT OF THE UNIVERSAL BASIC EDUCATION PROGRAMME IN RIVERS STATE

**Hillary Wordu, Precious Uloma Ugbari and Ayibaina Blessing Duba**

Faculty of Education, Rivers State University, Nkpulu-Oroworukw, Port Harcourt, Nigeria.

**Abstract:** The study investigated the role of Information and Communication Technology on quality management of the Universal Basic Education (UBE) programme in Rivers State. The design used for the study is descriptive survey. The population of the study was 40 administrative staff of the UBE programme, which included 15 school principals in junior secondary schools. Census sampling technique was used since the population was manageable. The instrument for data collection was a structured questionnaire constructed by the researchers. The structure followed the four point Likert rating scale type. The questionnaire was validated by two experts in the field of Information and Communication Technology and Programme Management and the reliability of the instrument was 0.82 using cronbach alpha method. Data collected were analyzed using mean and standard deviation to answer the research questions. The decision to accept an item's score was guided by a criterion mean of 2.50, which means that any item of 2.50 and above was taken to mean that the respondent accepted the item while a mean score of 2.49 and below were rejected. The study found that Information and Communication Technology was applied for effective quality management of the universal basic education programme in Rivers State. The study also found that to a high extent staff of the programme were equipped with ICT literacy skills for effective management of the universal basic education programme in Rivers State. Based on the findings of the study, it was recommended among others that the programme management should be provided with more ICT tools for quality programme planning and management, especially in the area of programme supervision and evaluation. It was also recommended that more opportunities should be provided for ICT skills in the areas of Web design, Computer networking, Video conferencing, use of Digital cameras, knowledge of Copyright laws and, Cyber security.

**Keywords:** Information and communication technology, quality management, universal basic education.

### **Introduction.**

The Universal Basic Education (UBE) programme was launched in Nigeria in 1999 by the former president of the Federal Republic of Nigeria, Chief Olusegun Obasanjo and passed into law in 2004. The broad aims of the basic education is to enable the learners acquire knowledge, skills and attitude that will assist them to live meaningful and fulfilling lives, contribute to the development of the society, derive maximum social, economic and cultural benefits from the society and discharge their civic responsibility competently. In a

nutshell, these aims suggest that the Universal Basic Education is all embracing, learners-oriented and problem solving-centred.

The specific objectives of the Universal Basic Education as enunciated by the Federal Republic of Nigeria (FRN, 2013) include among others, the provision of compulsory free and universal basic education for every Nigerian child of school age and ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills as well as the ethical, moral, security and civic values needed for the laying of a solid foundation

**British International Journal of Education And Social Sciences**

**An official Publication of Center for International Research Development**

Double Blind Peer and Editorial Review International Referred Journal; Globally index

Available [www.cirdjournal.com/index.php/bijess/index](http://www.cirdjournal.com/index.php/bijess/index); E-mail: [journals@cird.online](mailto:journals@cird.online)



for life-long learning. The realization of these objectives lies in the proper implementation of the programme through effective quality management as reported by Mgbodili (2010), that the problem of Nigeria does not lie with the knowledge and adequate policies but effective management.

Effective quality management is a necessary tool for the successful achievement of organizational goals. Hence, the Universal Basic Education programme initiated by the federal government to better the living standard of its citizen through the provision of functional education for self-reliance is not left out. The coordination and management of resources (human, financial and material) available is adequately required to make for functional and effective implementation of the Universal Basic Education programme. According to FRN (2004) in her National Policy on Education, is often referred to as instrument “per excellence” for effective development. This development is all encompassing as it affects the development of individuals in the society who make up the total population of the nation through the inculcation of a functional type of education that will make them to be self-reliant and useful members of the society and nation at large. It is in line with this that, Afolabi and Alao (2009) posited that education is a form of investment in human capital development, which brings economic benefits and contributes significantly to the nation’s future wealth by increasing the productive capacity of its people.

Basic education according to Obayan (2000) is that level, type and form of learning needed to build firm roots for literacy and numeracy, to inculcate basic skills and more importantly, to consolidate the skills of learning how to learn. Corroborating this assertion, Adeyemi (2007) defined basic education as all forms of organized education and training, including access to information that will enhance the individual to cope better with her work and family responsibilities. In line with this definition, Lawanson and Gede (2011) defined universal

basic education as a foundational education that is available to everyone within the stipulated age limits and also not restricted to any gender, place and time and upon which all other education levels rest.

According to Franklin (2011) management is defined as a distinct process consisting of activities of planning, organizing and controlling performance to determine and accomplish stated objectives with the use of human and material resources. Prior to that, Peretomode (2009) posited that management is a social or interactional process involving sequence of coordinated events such as planning, organizing, coordinating and controlling in order to use the available resources to achieve a desired outcome in the fastest and most efficient way. For the UBE to discharge its functions appropriately through its management, especially in this age of globalization, the use of Information and Communication Technology in the management of Universal Basic Education becomes pertinent. This is because global development in technology has great impact on all sectors of the economy including education. In recent times, educational establishments including Board of UBE are facing the challenge to do more with fewer resources as they try to meet the complex and changing demands of the society (Akpan, 2008). This calls for the use of ICT in the quality management of the UBE programme.

Information and communication technology is a process of creating, processing, storing, retrieval and dissemination of information and data using computers and telecommunications devices. Information and Communication Technology also allows electronic communication through facsimile, e-mail, voice mail, video conferencing and has led to the widespread use of networking technologies such as internet, World Wide Web, the Intranet and extranet, online databases, integration of information systems and mobile communication (Akpan, 2008). These will enhance quality control and assurance in the management of the Universal Basic Education Board.



Quality is concerned with how good or bad a product, process and programme is. It is about the standard of something when compared with an established benchmarks. It is therefore presupposes that there is a standard set against which the outcome is compared. Jaiyeoba and Atanda (2015) posited that quality is synonymous with standard, efficiency, excellence, relevance and worthiness. When applied to education, it is the success with which an institution provides educational environment which enables students to effectively achieve worthwhile learning outcomes, including appropriate academic standard. Still linking quality to education, Aigboje (2017) refers quality to excellence or more of societal values embodied in the school curricula. This involves stages and activities that take place until certificates are issued. According to Babalola (2014), thus, an education of high quality should have high quality students, teachers, facilities, and school curriculum and government policies as inputs. The manner in which the inputs are processed from the beginning to the final years of an educational programme and the quality of assessment of the entire teaching-learning activities, also constitute important aspects of education. Quality education deals with proactive means of ensuring quality of inputs, teaching-learning process, academic achievement of pupils and school environment before things get out of hands. Quality outputs could be viewed in terms of achievement that is what the students learn in terms of skills, knowledge, attitude and behavior, attainment that is number of students who have completed prescribed academic programmes and quality of degrees or certificates awarded; standard that is the official learning and what the society expects.

In a related study, Ibineweka (2007) discovers that students and other stakeholders of Junior Secondary Schools in Nigerian are favourably disposed towards the use of ICT in management particularly in the area of on-line payment of fees and registration processes. The study further reveals that students at the different levels do not

significantly differ in their disposition toward on-line payment of school fees, examination and registration. The researcher concluded that electronic administration of student service using the Internet be sustained. In a related study, Wheeler (2000) discovers that ICT improves efficiency in the educational process and effects changes in teaching methodology, assessment of learning, student tracking, communication and evaluation. This present study is to add credence to the above findings.

#### **Statement of the Problem**

It has been observed that many school administrators do not seem to appreciate the important role of ICT in the administration of school system, especially in the school quality management. The reason, perhaps is that many such administrators are not literate in ICT and therefore shy away from venturing into either Integrating or supporting the application of ICT in the quality management of the schools. Unfortunately, the quality management of the UBE programme in Rivers State falls into this category.

However, it is equally observed that many researches outside the UBE programme are of the opinion that the adoption of ICT in various areas of quality management is growing in both length and breadth, and possible explanation for this is given by Mensching and Adams (1998) who assert that the dramatic increase in the cost/performance ratio of all types of ICT in quality management is one of the key reasons for its exploration in such environment. In support of this, Sanchez-Rodriguez, Dewhurst and Martinez-Lorente (2006) find out that using ICT in the processes of quality management may result in improving operational performance measures such as to reduced unit production costs, increased rate of delivery, improved flexibility, and reduced cycle time.

Back to the scenario where the administrative officers and supervisors are yet to be connected on to the Internet and most of the driver's of the programmes lack the basic knowledge and skills that would aid the application of



ICT in the school environment there are doubt if such venture will be supported. Again, contrary to this assertion, study by Mbakwem (2014) and Eteng, Agbo and Akpobio (2007) revealed that principals of secondary schools were favourable disposed toward the use of ICT in the management of schools. These diametrically opposed views have arisen the quest for the need for this study. It is hoped that the outcome of this study will make a significant contribution to the place of ICT in the process of quality management in the UBE programme in Rivers State.

### **Purpose of the Study**

The purpose of the study is to find out the role of ICT on quality management of the UBE programme in Rivers State. The study tends to achieve the following objectives.

1. To find out the extent to which ICT improves effective quality management of the Universal Basic Education (UBE) programme in Rivers State.
2. To find out the extent to which staff are equipped with ICT literacy skills for effective quality management of the Universal Basic Education (UBE) programme in Rivers State.

### **Research Questions**

The following research questions were posed to guide the study:

1. To what extent does the application of ICT improves effective quality management of the Universal Basic Education (UBE) programme in Rivers State?
2. To what extent are the staff equipped with ICT literacy skills for effective quality management of the UBE programme in Rivers State?

### **Method and Materials.**

Descriptive survey research design was employed in the study. The study was conducted in all secondary schools in Port Harcourt City Local Government Area of Rivers State. The population of the study comprised of all the 15 principals, 2118 teachers in junior secondary schools and 25 staff of UBE board in Port Harcourt City Local Government Area of Rivers State. Simple random sampling technique was used to select 136 teachers, making the sample size 176 respondents that were used in the study. The instrument used for data collection was a researcher developed questionnaire titled. The instrument has 12 items, four point Likert type rating scale. The response mode applied were the Very High Extent (VHE) 4 Points, High Extent (HE) 3 Points, DLow Extent (LE) 2 Points, Very Low Extent (VLE) 1 Point. The items were a modified ICT literacy skills adopted from Wordu (2020). The reliability of the instrument was found to be 0.82 using Cronbach Alpha ( $\alpha$ ). Data collected were analyzed using the mean and standard deviation to answer the research questions. A score of 2.50 and above was taken to mean that the respondent accepted with the option while a mean score of 2.49 and below showed rejection to the items of the instrument.

### **Results and Findings**

The following results and findings are presented in line with the research questions that guided the study :

**Research Question 1. To what extent does the application of ICT improves effective quality management of the Universal Basic Education (UBE) programme in Rivers State?**



**Table 1: Mean Response on the extent to which application of ICT improves effective management of the Universal Basic Education (UBE) Programme in Rivers State**

S/N	Item Statements : To what Extent does.....	Mean	SD	Decision
1	ICT helps UBE programme administrators carry out proper quality control in school monitoring.	3.11	0.68	HE
2	ICT helps UBE programme administrators ensure collaboration among its staff .	3.33	0.98	HE
3.	ICT application helps UBE programme administrators carry out quality assurance functions.	3.09	1.03	HE
4.	ICT is used in reducing human-machine errors in the quality management of the UBE programme.	2.74	0.60	HE
5.	ICT helps school principals to ensure quality management in supervision of the UBE programme.	2.22	1.01	LE
6	Use of ICT helps achieve timely delivery of administrative tasks in the quality management of the UBE programme. .	3.02	0.80	HE
7	Use of ICT improves management and parents relationship for quality management of UBE programme.	3.11	0.63	HE
8	ICT enhances quality management in teachers' research for update on current trends in areas of interest.	2.80	1.01	HE
<b>9</b>	Use of ICT promotes cost savings from fewer staff hours in its quality management of UBE programme	<b>2.93</b>	<b>1.07</b>	<b>HE</b>
<b>10</b>	Use of ICT provides quicker and better access to current sources of information	<b>3.99</b>	<b>0.54</b>	<b>HE</b>
<b>11</b>	Use of ICT provides better information resource for quality management of UBE programme.	<b>3.21</b>	<b>0.97</b>	<b>HE</b>
<b>12</b>	Use of ICT provides tools for research on quality management of the UBE programme	<b>2.80</b>	<b>1.01</b>	<b>HE</b>
<b>13</b>	Use of ICT provides tools for quantity management of UBE programme evaluation	<b>2.42</b>	<b>0.98</b>	<b>LE</b>
<b>14</b>	Use of ICT provides tools for quality planning of UBE programme .	<b>2.23</b>	<b>1.12</b>	<b>LE</b>
<b>15</b>	Use of ICT assists in achieving universal education, worldwide through quality management of teacher training of the UBE programme	<b>2.92</b>	<b>1.13</b>	<b>HE</b>
<b>16</b>	Use of ICT helps in improving professional skills for both programme administrators and field teachers	<b>3.44</b>	<b>0.91</b>	<b>HE</b>
<b>17</b>	Use of ICT promotes team work among the staff in the management of	<b>3.33</b>	<b>0.98</b>	<b>HE</b>



	UBE programme			
18	Use of ICT optimizes statistical processes for quality management of UBE programme	3.21	0.99	HE
19	Use of ICT provides an automated means for quality management of UBE programme	3.18	1.05	HE
	<b>Grand Mean (X)/Standard Deviation (SD)</b>	<b>3.00</b>	<b>0.92</b>	<b>HE</b>

**Key : High Extent (HE); Low Extent (LE)**

The results in Table 1 show the means and standard deviations of respondents on the extent to which ICT application improves effective quality management of the Universal Basic Education (UBE) programme in Rivers State. Results indicate that the items 1,2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, and 19 were rated High Extent (HE) of ICT applications, with mean values ranging from 2.74 to 3.99 and with the Standard

Deviations from 0.54 to 1.13. On the other side, items 5, 13 and 14 yielded Low Extent (LE) rating with mean values of 2.22, 2.42 and 2. 23 and standard deviations of 1.01, 0.98 and 1.12 respectively.

**Research Question 2.** To what extent are the staff equipped with ICT literacy skills for effective quality management of the UBE programme in Rivers State ?

**Table 2: Mean response on the extent to which staff are equipped with ICT literacy skills for effective quality management of the UBE programme in Rivers State.**

S/N	Item Statements : To What Extent are.....	Mean	SD	Decision
20	Skills on Word Processing for Effective Quality Management of the UBE programme	2.87	1.01	HE
21	Skills on Spread Sheets for Effective Quality Management of the UBE Programme.	2.96	0.67	HE
22	Skills on Database for Effective Quality Management of the UBE Programme.	3.06	0.88	HE
23	Skills in Facilitating Online use in Quality Management of the UBE programme.	2.12	0.63	LE
24	Skills on Web Navigation for Effective Quality Management of the UBE Programme.	2.59	1.03	HE
25	Skills on Web Design for Effective Quality Management for the UBE Programme.	2.01	0.73	LE
26	Email Management Skills for Effective Quality Management of the UBE Programme.	2.70	1.01	HE
27	Knowledge in the use of Digital Camera for Effective Quality Management of the UBE Programme.	2.42	0.60	LE



---

28	Knowledge in Computer Networking for Effective Quality Management of the UBE Programme	2.11	0.62	LE
29	Skills on File Management and Window Explorer for Effective Quality Management of the UBE Programme	3.19	0.72	HE
30	Skills in Downloading Software from the Web for Effective Quality Management of the UBE Programme	3.22	0.86	HE
31	Knowledge in Installing Computer Software into a Computer System for Effective Quality Management of the UBE Programme	2.94	0.70	HE
32	Skills in using Video Conferencing for Effective Quality Management of the UBE Programme	2.23	0.75	LE
33	Knowledge of Computer-related Storage Devices (CD, USB Drives, DVD Zip Disk	3.11	0.66	HE
34	Skills in the use of Scanner for Effective Quality Management of the UBE Programme	3.43	0.71	HE
35	Knowledge of Educational Copyright laws for Effective Quality Management of the UBE Programme	2.21	0.65	LE
36	Knowledge of Computer Security for Effective Quality Management of the UBE Programme	2.24	0.71	LE
	<b>Grand Mean (X)/Standard Deviation (SD)</b>	<b>2.67</b>	<b>0.76</b>	<b>HE</b>

---

KeK

**Key: High Extent (HE) ; Low Extent (LE)**

The result presented in Table 2 shows the means and standard deviations of respondents on the extent to which staff are equipped with ICT literacy skills for effective quality management of the UBE programme in Rivers State. The results show that staff are equipped with ICT literacy skills in items 20, 21, 22, 24, 26, 29, 30, 31, 33, and 34 are available at High Extent (HE) with mean values ranging from 2.59 to 3.22 and Standard Deviation values ranging from 0.66 to 1.03. Items 23, 25, 27, 28, 32, 35, and 36 are available to Low Extent (LE) with mean values ranging from 2.01 to 2.42 and Standard Deviations ranging from 0.60 to 0.75.

#### **Discussion of findings**

Results in Tables 1. and 2. showed that ICT applications have played to a High Extent an effective quality management of the UBE programme in Rivers State.

The Grand Mean of 3.00 indicated that the use of ICT had improved quality management of the UBE programme. These findings support the position of Deebom and Goma (2018) who found that the ICT utilized in the administration of schools through e-presentations, administration of examinations, assessment of students' assignment and for collaboration/team work between the teachers, principals and board supervisors. This finding also corroborate with Sanchez- Rodriguez, Dewhurst and Martinez-Lorente (2006) whostated that using ICT in the processes of quality management may result in improving improving operational performance measures such as : reduced unit production costs, fast delivering of products, improved flexibility, facilitating team/collaborative work, improved customer and

**British International Journal of Education And Social Sciences**

**An official Publication of Center for International Research Development**

Double Blind Peer and Editorial Review International Referred Journal; Globally index

Available [www.cirdjournal.com/index.php/bijess/index](http://www.cirdjournal.com/index.php/bijess/index): E-mail: [journals@cird.online](mailto:journals@cird.online)



supplier relationships. The findings also led credence to Victor, Mjema, and Mwinuka (2005) who added that use of ICT in quality management helps leaders to communicate with their subordinates, improved human resource utilization, provide customer satisfaction and support quality results.

Findings in Table 2. indicated that staff were equipped to High Extent with ICT literacy/skills for effective quality management of the UBE programme. However, other ICT skills were also acquired but to Low Extent for effective quality management of the programme. These include skills on the facilitation of online use, web navigation, use of video conferencing and knowledge of digital camera, educational copyright laws, and cyber security. The findings are in line with the study by Eremie and Agi (2020) whose list of ICT literacy skills for effective management includes: knowledge of operating ICT system devices, ICT skills for research development, ICT data storage and data retrieval and ability to present information using ICT. The findings also supported a study by Nkamnebe, Okeke, Udem and Nkamnebe (2015), which identified Word Processing, Web Browsers, Email Operating System, Files and Folders management, PowerPoint Presentations, Spread Sheet and Cyber Security.

#### **Conclusion.**

Findings from this study suggest that ICT was applied to a high extent for effective quality management of UBE programme in Rivers. The study also concluded that staff were, to high extent provided with ICT literacy skills for effective quality management of the Universal Basic Education programme in Rivers State. .

#### **Recommendations**

On the basis of the results obtained above, the following recommendations were offered.

1. Additional ICT tools should be sourced for school principals to achieve a higher quality planning and management of the programme supervision and evaluation.

2. The UBE programme should further provide staff for higher literacy skills to upscale and update their performance for effective quality management in UBE programme in Rivers State. Such areas of need are literacy skills in Web design, knowledge of digital camera, computer networking, video conferencing, Copyright laws and Cyber security. findings of the study, the following recommendations were made:

#### **References**

- Aigboje, CD, (2017). *Strategies for improving the quality of academic staff in universities for quality assurance*. In J.B, Babalola, G.D, Akpa, A. O Ayeni, O. Adedeji (Eds.): Higher Education. Ibadan: NAEAP, pp. 455- 461.
- Akpan, C. P. (2008). *Enhancing Quality in Open and Distance Education through Effective Utilization of ICT in Nigeria*. A paper presented at the 2 nd African Council for Distance Education (ACDE) Conference and General Assembly, held at Lagos, Nigeria 8 th - 11th July, 2008.
- Babalola, J. B. (2014). *Quality assurance and child friendly strategies for improving public school effectiveness and teacher performance in a democratic Nigeria*. In E.O Fagbamiye, J.B. Babalola; M. Fabunmi., & A.O.Ayeni (Eds.) Management of primary and secondary education in Nigeria. Ibadan: NAEP pp. 303-312.
- Deebom, M. T. & Goma, O. T. (2018). Utilization of Information Communication and Technology for Sustainable Manpower Development among Technical Educators in Tertiary Institutions in Rivers State, Nigeria. *International Journal of Innovative Information Systems & Technology Research* 6(2):48-58.
- Eremie, I., & Agi, U. K. (2020). Information and Communication Technology ( ICT) Skills and Efficient Management of Educational Resources in Public Secondary Schools. *Journal of International*



- Society for Teacher Education (JISTE)*, 24 (1); 36-47
- Ekundayo, T. A. (2008). University education in transition: Emergence and development of private universities in Nigeria. *International Journal of Research in Education*, 5 (1&2): 232-235.
- Eteng, W. S; Agbo, R. O. & Akpabio, G. A. (2007). *Secondary School Principals' Perceptions towards the use of ICT. In the Management of Vocational-technical Education in Nigeria. Abstracts and Technical Programmes*. First International Conference of Nigerian Association for Educational Administration and Planning (NAEAP) held at the University of Lagos, Nigeria. 24th -27th September, 2007.
- Federal Republic of Nigeria (2004). Implementation guide lines for UBE programme. *Federal Ministry of Education*. Abuja.
- Federal Republic of Nigeria (2013). *National policy on education (4th Ed.)*. Lagos: Nigerian Educational Research and Development Council Press.
- Franklin, A. P. (2011). Corporations, culture and conflict. *California management review*. 31 (4), 9- 23.
- Ibineweka, V. O. (2007). *Analysis of students' predisposition towards on line payment of fees and Registration in Nigerian Universities. Abstracts and Technical programmes*. First International Conference of Nigerian Association for Educational Administration and Planning (NAEAP) held at the University of Lagos, Nigerian. 24th - 27th September, 2007.
- Jaiyeoba A.O. & Atanda A.I. (2015): Quality Sustenance in Nigerian Education System: Government Challenges in Akpa et al (Eds) *Deregulating the Provision and Management of Education in Nigeria. Nigerian Association for Educational Administration and Planning*. 98-103.
- Lawanson, O. A. & Gede, N. T. (2011). Provision and management of school facilities for the implementation of UBE Programme. *Journal of Educational and Social Research*. 1 (4), 47-55.
- Mbakwem, J. N. (2014). Undergraduate-Students' Perception of the Role of ICTs in National Development. *Journal of Curriculum Studies*. 14 (3), 131-138.
- Mensingh, J. R. & Adam's, D. A. (1998). *Managing an Information System*, Printice-Hall, Englewood Cliffs, NJ.
- Mgbodile, T. O. (2010). Hindsight on universal primary education implementation for planning and implementation of universal basic education. *The Nigerian Universal Basic Education Journal*. 1 (2), 105-110.
- Nkamnebe, E. C., Okeke, I. E., Udem, O. K. & Nkamnrbe, C. B. (2015). Extent of Information and Communication Technology Skills Possessed by Librarians in University Libraries in Anambra State, Nigeria. *Information and Knowledge Management*, 5 (9); 22- 31
- Obayan, P. (2000). *Education and the Nigerian society revised: The UBE as a people oriented programme*: Prof. J. A. Majasan first anniversary memorial lecture conference centre, University of Ibadan on 17th March, 2000.
- Ogbonaya, N. O. (2013). *A study of administration structure and practice of federal college of education, Obudu, Cross River State*. Unpublished M.Ed Thesis.
- Peretomode, V. T. (2009). *Educational administration applied concepts and theoretical perspectives*. Lagos: joja educational research and publications ltd.
- Sanchez-Rodriguez, C., Dewhurst, F. W. & Martinez-Lorente, A. R. (2006). "IT use in supporting TQM



initiatives ", an empirical investigation ",  
*International Journal of Operations and  
Management*, 26 (5); 486-504

Victor, M. A. M., Mjema, E. A. M. & Mwinuka, M. S. M.  
(2005). "Analysis of roles of IT on quality  
management ", *The TQM Magazine*, 17 (4); 364-  
374

Wordu, H. (2020). Digital Divide among Teachers in  
Urban and Rural Secondary School in Rivers State,  
Nigeria, *International Journal of of Innovative  
Research*, 8 (3); 54-62.

Yusuf LA (2010). Resourceful financial management as  
panacea for University sustainability in a  
depressed economy. *Pak. J. Soc. Sci.*, 7: 347-350.