

## **TETFUND INTERVENTION ON THE PROVISION OF TEACHING AND LEARNING RESOURCES IN TERTIARY INSTITUTIONS IN CROSS RIVER STATE, NIGERIA.**

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### **Abstract**

*This study examined TETFUND intervention on the provision of teaching and learning resources in Cross River State, Nigeria. The purpose of the study was to investigate the extent to which TETFUND intervention has provided teaching and learning resources in tertiary institutions in Cross River State. From the purpose of the study a research question was raised which was answered by frequency count, percentages, mean and standard deviation. Literature review was carried out based on the variable under study. Survey research design was considered appropriate for the study. stratified sampling technique, proportionate sampling technique and accidental sampling technique were utilized in selecting 560 respondents(residents) sampled for the study. A validated 10 items questionnaire with four-point modified Likert scale was the instrument used for data collection. The reliability estimate of the instrument was 0.74 using the Cronbach Alpha. To answer the research question raised, frequency count, percentages, mean and standard deviation were used. The results obtained from analysis of data revealed that, there is a general low extent of TETFUND intervention on the provision of teaching and learning resources in tertiary institutions in Cross River State. It was therefore recommended that; Government should increase funding through TETFUND towards the development of teaching and learning resources in public tertiary institutions in Cross River State.*

**Key words:** TETFUND, Provision, Teaching and Learning Resources.



### **Introduction**

Funding of education is very critical to successful attainment of educational goals. Government at different levels have the duty to fund education. However, various levels of education in Nigeria have been confronted with various challenges which range from paucity of funds, human resources inequality and quantity and insufficiency of physical and material resources. University education is very strategic to national development as they produce high level manpower for the various sectors of the economy. It is for this reason that various steps have been taken by the different administrations at federal level to restore the dwindling fortunes of the nation's educational system. From observation, it appears that public universities are the worst hit in the dwindling fortunes of education in Nigeria.

The tasks of public tertiary institutions are accomplished, largely, through various institutional facilities such as libraries, lecture halls, laboratories and workshops. According to Nabena, Eze, Rowe, Mohammed, and Oni (2024) the United Nations Educational, Scientific and Cultural Organization (UNESCO) recommended that, countries allocate between 15-20% of their public expenditure towards education. This benchmark applies to total public spending on education, not just federal government spending but States'. The country is struggling to reach this target. A 2021 education sector analysis showed that the country spent about 1.4% of its GDP on the sector - covering Early Childhood Care Development and Education (ECCDE), primary, secondary, technical and vocational training, and tertiary education, as well as administrative and oversight functions at the federal, State and local government levels, below the 4 to 6% recommended spending on education for countries pursuing quality and equitable education opportunities and lifelong education for all. (Nabena, et al 2024; Oroka et al, 2024).

The main source of funding academic libraries in public universities is government funds and grants. The funding formula is greatly dependent on whether the institution is state or federal government owned. In general, both states and federal government budgetary allocations to higher education have overall influence on library financing and development. Hisle (2012) observed that academic libraries in developing countries depend mainly on government funding and do not show any interest or experience in well organized fund-raising programmes to generate the funds they require to sustain their services. He maintained that most institutions' libraries lack flexible administrative systems and neither do they have clear responsibility for organising fundraising assigned for libraries or university (institutions) administrators. So, most often, they rely on whatever is appropriated to the libraries from their managements (Ibu et al, 2019).

Ibrahim (2010) conducted a study on the "Impact of School Plant Provision on the Management of Teaching and learning in Secondary School in Taraba State. This Author carried out the research in Taraba State and used the survey research method to investigate a target Population of 15000 students and 400 teachers. Simple random sampling technique which enabled him select 100 teachers and 300 students was applied. The researcher used self-developed questionnaire for data collection. The designed instrument was validated by experts and professionals. The researcher used statistical package for the Social Sciences (SPSS) and employed the use of frequency, percentages and T-Test in testing the relationship between the groups of respondents. The researchers came out with a good finding, that School Plan has positive impact on teaching and learning which majority of the respondents agreed on. The researcher concluded that, without good plant, teaching and learning cannot be meaningful and learning will never be permanent because there will be no access to practical, exhibitions, exercises and other practical work due to lack of enough Planning (Bessong et al, 2024; Adie et al, 2019; Olofu et al, 2021).

In another development, Maina, and Jumare (2013) conducted a study on "Assessment of the provision and maintenance of teaching and learning facilities of agricultural Science in Secondary Schools in Zaria Metropolis. The researcher used survey method of design for the study. It was considered suitable due to the nature of the research that made use of sampled opinions for measuring respondent's opinion and making generalization in the entire population. The researchers used self-developed questionnaire for data collection which was validated through the use of pilot test. They used the researchers came out with the findings, that; the facilities for teaching and learning were inaccurate. The major sources of these facilities given by the government and school managers were not maintained. Lastly, the respondents did not know who the individual responsible for maintaining these facilities, whether it is the government or school managers.

Lawal (2017) investigated students' access to and utilization of some learning resources in selected public and private universities in southwest Nigeria. Stratified random sampling

technique was used to select 585 (295 public and 290 private) students from 12 (six public and six private) universities in southwest Nigeria. Two instruments-Cost and Quality of University Education Questionnaire (CQUEQS) with a reliability coefficient of 0.87 and Availability of Learning Resources Observation Schedule (ALROS) which had been used in a previous study-were used to collect data for the study. Frequency counts and simple percentages were used to analyse the data while t-test was used to test the hypotheses at 0.05 level of significance. The findings revealed a significant difference between public and private universities in terms of access to learning resources while there was no significant difference between public and private universities in the utilization of some learning resources. It was recommended that TETFUND should endeavour to provide more learning resources in public institutions while university authorities should ensure that learning resources that are provided are adequately utilized by teachers and students.

Eze and Uzoigwe (2013) carried out a study on the place of academic libraries in Nigerian University Education: contributing to the 'Education for All' initiative. The objectives of the study were to find out the different services offered by TETFUND to university library in support of university education; library and information resources provided by the libraries; factors that pose problems to these libraries; and strategies for enhancing these library and information services. In the descriptive survey, about 132 librarians in seven university libraries – three federal and four state universities in the South-east Nigeria were used for the study. Multiple choice questionnaire was used to collect data. 122 copies of the questionnaire were correctly filled, returned and used for analysis. Data were analyzed using frequencies and percentages and presented in tables. Findings showed that most of the university libraries provided a variety of services – reference, internet, interlibrary loans in support of university education; a variety of library and information resources – textbooks, newspapers and magazines and others. Findings further showed that factors like poor funding, poor infrastructure and low level of computer literacy amongst librarians etc. posed problems while strategies like adequate funding of the libraries, training of librarians in electronic skills and improved infrastructural facilities could alleviate these problems and enhance these libraries support for the target – Education for All (Olofu et al, 2022).

Commenting on the underfunding of the educational sector, Inoyo (2014) in his convocation lecture titled "challenges and opportunities for university graduates in a season of economic and moral decay" decried the poor level of funding education in Nigeria. As a country, he noted we are still far off the UNESCO given recommendation that 26% of a country's total budget must be dedicated to education. He informed that in 2012, N400.15bn or 8.43%, 2013, N426.5bn or 8.7% and in 2014, N495.2bn or 9.9% out of the nation's total budgets respectively was allocated to the education sector despite a quantum growth in our gross domestic product (GDP) over the period (67.7billion in 2003 to 522.6 in 2013) representing 672% growth by World Bank statistics.

Ibok (2016) noted that the concern for an effective and efficient management of academic libraries has in the past years been expressed in many countries, including Nigeria. Most of the issues raised border on inadequate funding, the effect of inflation on library finances, poor accountability, unsatisfactory investment decisions which fail to consider new developments in the approach to academic instruction and/or take advantage of development in information technologies and apparent lack of concern for the plight of the libraries by government and university authorities which fail to allocate adequate funds to their libraries among others. The study of Dayo, Olushina and Isaac (2013) considers the effect of teaching/learning resources on academic performance among university students in Ile-Ife, South West, Nigeria. A total of 126 questionnaires were administered among two major pre-university schools in Ile-Ife, Nigeria. The research instrument developed for this research was

student's questionnaire on performance (SQP) to answer at least three research questions on academic performance of students in mathematics. Correlation analysis, coefficient of determination and multiple regression analysis were used to analyze the data. In all analyses, they find that all the independent variables considered could not account well for academic performance of students in mathematics. Cogent recommendations were made based on their empirical findings.

. Lawal (2017) remarked that the freedom of universities to allocate financial resources on the bases of internally established priorities does not augur well for libraries. He further maintained that due to competitive demands on limited budgets from faculties and departments, there is the temptation to losing sight of the library's role and arbitrarily cutting her budget. The tendency to undermine the critical role libraries play in institutions through budgetary cuts of library funds/allocations when the funds have not been accessed is not uncommon in academic libraries. Powell (2012) argued that libraries need to account for their costs because of keen competition from various departments for limited financial resources of the parent institution noting that to justify their existence, libraries need to be able to demonstrate that their resources and services are making a significant contribution to the education and research of their clientele. Thus, in evaluating and assessing libraries, Pritchard (2016) suggests that the library should move beyond inputs (for example, budgets, number of volumes in the collection) and instead focus on the performance measures associated with academic library's impact on undergraduates' educational outcomes. To attract and sustain funding libraries must therefore strive to show and demonstrate their relevance to their institutions (Itighise et al, 2022)

According to Aguolu and Aguolu (2012), libraries in Nigeria do not only lack adequate funds to purchase books and required journals but that they cannot afford huge amount needed to purchase and maintain computers hardware, build and sustain infrastructure nor hire and keep requisite personnel. Ajibero (2013) and Madu (2008) citing Sofoluwe (2003) and Ojedokun (2008) have all decried poor funding by government as a major hindrance to not only virtual/electronic library services but the entire academic library development in Nigeria. It is very important to commend TETFund's role in interventions especially in e-library services development as Ya'u (2013) stress that digital libraries have the opportunity to address the scarcity of teaching and research materials in the libraries of institution of higher education in Nigeria. In specific terms, Jaji (2006) stated that TETFund over the years has supported the building of e-libraries or cybercafés in fifty (50) universities four (4) inter-university centres, forty-six (46) polytechnics, sixty (60) monotechnics and sixty-one (61) colleges of education in the country. In Cross River State, of the five tertiary institutions in the state, all but one which is of the state college of Health Technology have benefited from TETFund intervention in e-library development.

TETFund (2014) reported that between 2001 to 2013, it had allocated twenty-three billion, eight hundred and forty-two million, seven hundred and ninety-one thousand, one hundred- and seventy-six-naira, fifty-seven kobo (N23,842,791,176.57k) for library development in public tertiary institutions. Out of this sum, a total of nine billion, six hundred and thirty-seven million, two hundred and ninety-six thousand, five hundred- and eighty-nine-naira, fifty-one kobo (N9,637,296,589.51k) had been accessed as at August 2014 leaving a balance of Fourteen billion, two hundred and five million, four hundred and ninety-four thousand, five hundred- and eighty-seven-naira, six kobo (N14,205,494,587.06k) to be accessed. TETFund has continued to play very vital role in the development and sustenance of library services through her intervention funds for information resources, equipment and infrastructure.

Agbedo (2015) in the Guardian Newspaper features article reported that TETFund under the leadership of Prof. Bogoro was not only working but was bridging the gap between industry and classroom by funding and sustaining materials and infrastructure for teaching and learning. It credited all basic infrastructure fund in tertiary institutions to TETFund, including libraries.

Adamu (2017) reported that although TETFUND “Special Intervention” has been removed from 2017 budget due to the current economic crunch in the country, its annual interventions have remained sustained. In a study by Godwin (2017) on an appraisal of the impact of grant-in-aids (Tetfund) and donations in sustaining academic library services in Nigeria: The Cross River State experience. The study surveyed the impact of grant-in-aids Tertiary Education Trust Fund (TETFUND) and donations/gifts as alternative sources of funding to support academic libraries in Cross River State, Nigeria. The survey design method was used to carry out the study. A modified six-point Likert-type scale questionnaire was designed to measure responses on sources of library funding and support through grant-in-aids (TETFUND) and donations/gifts from the institutions studied. The vetted instrument was administered on 30 senior management librarians from five (5) academic institutions in the state. The internal consistency of the instrument laid in the range  $(0.729 < Y_{xx} < 0.893)$  with across the time stability in the range  $(0.706 < Y_{tt} < 0.796)$  measured via Cronbach alpha and test-retest reliability respectively. The study found that grand-in-aids and donations/gifts have been playing vital supportive role in the funding of academic libraries. However, librarians on their part were not exploiting this avenue enough in their collection development strives. The author recommends that more efforts in this direction should be explored by librarians and that training on grant proposal writing for them should be provided to encourage, strengthen and equip them with skills to more seriously pursue these options.

It is against this backdrop that this study aims at examining the Tertiary Education Trust Fund Interventions (TETFUND) programmes and the development of public tertiary institutions with special attention on the provision of teaching/learning resources in tertiary institutions in Cross River State.

### **Objective of the study**

The purpose of this study was to investigate the extent to which TETFUND intervention has provided teaching/learning resources, in tertiary institutions in Cross River State.

### **Research question**

The research question posed to guide the study is;

to what extent has TETFUND intervention provided teaching/learning resources in tertiary institutions in Cross River State?

### **Material and methods**

The survey research design was adopted for this study because the study utilized a representative sample from a population and drew inferences from the results of analysis of available data. The design involves the collection of data to accurately and objectively describe the extent of intervention of Tertiary Education Trust Fund (TETFUND) in the development of public tertiary institutions in Cross River State, with the view to generalize the finding to other tertiary institutions. The population of the study comprised 2,800 academic staff of public tertiary institutions in Cross River State. A breakdown of the population is as shown in Table 1.

**Table 1:** Population distribution of the study

S/N	University	Number of academic staff
1	University of Calabar, Calabar	1,680
2	Cross River University of Technology	596
3	University of Education, Akamkpa	147
4	Federal College of Education, Obudu	377
	Total	2,800

Source:

UNICAL academic planning unit, 2018, CRUTECH Senior Establishment Unit, 2018, COE, AWI; FCE OBUDU OFFICES OF REGISTRARS, 2019, COHTECH, 2019.

The sampling techniques that were adopted for this study were the stratified random sampling technique and accidental random sampling technique. The stratification was based on the different tertiary institutions. 20% of the population from each institution was utilized in the study. Accidental sampling technique was employed in selecting the respondents for the study. This means that the instrument was administered on any academic staff found at the time of distribution of instrument. A total sample of 560 respondents were selected from 2,800 academic staff of public tertiary institutions in Cross River State using 20% of the entire population. The sample distribution is as seen in Table 2.

**Table-2:** Sample distribution of the study

S/N	University	Number of academic staff (20%)	Source
1	University of Calabar, Calabar	336	: Field work, 2019
2	University of Cross River State	119	
3	University of Education, Akamkpa	29	
4	Federal College of Education, Obudu	76	
	Total	560	

The instrument for data collection was a researcher developed questionnaire titled “Tertiary Education Trust Fund Intervention and the provision of teaching / learning resources in Public Tertiary Institutions Questionnaire (TETFIPTLRPTIQ). It consists of two sections. Section A consist of personal demographic data of the respondents such as gender, years of experience, educational qualification and rank.

Section B consists of five items in provision of teaching / learning resources for the study on a four-point modified Likert scale type of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The respondents are required to tick (✓) options that are applicable to their institution based on their opinion.

The instrument was validated and tested for reliability using Cronbach Alpha reliability coefficient method. The result of the reliability is presented in Table 3.

**Table 3:** Cronbach alpha reliability estimate for the variable of the instrument (N=50)

Variables	Items	X	SD	$\alpha$
TETFUND intervention on teaching/learning resources	5	11.22	2.96	0.73

After collecting the questionnaire, codes/scores were assigned to each item. For ease of data preparation, a coding schedule was prepared by developing a key for each of the constructs in the instrument in a tabular form. The schedule is presented in Table 4.

**Table 4:** Coding schedule for the research instrument

Variables		Code	Column
Gender	Male	1	1
	Female	2	
Years of job experience	10 years below	1	2
	11-20 years	2	
	21-30 years	3	
	31 years and above	4	
Highest qualification	First degree	1	3
	PGD	2	
	Masters	3	
	Ph.D	4	
	Post-Doctoral degree	5	
Rank	Graduate Assistant	1	4
	Assistant Lecturer	2	
	Lecturer II	3	
	Lecturer I	4	
	Senior lecturer	5	
	Associate Professor	6	
	Professor	7	
I have benefited from TETFUND	Yes	1	5
	No	2	
TETFUND intervention and provision of teaching/learning resources	Add scores on questionnaire items 6-10 of Section B		7

Very High Extent (VHE) 4 points  
 High Extent (HE) 3 points  
 Low Extent (LE) 2 points  
 Very Low Extent (VLE) 1 point

### Research question

To what extent has TETFUND intervention provided for teaching and learning resources in tertiary institutions in Cross River State?

The main purpose of this study was to examine the influence of TETFUND intervention on the development of public universities in Cross River State. The independent variable of the study is TETFUND intervention on the provision of teaching and learning resources, while the dependent variable is the development of public universities in Cross River State. The results of the frequency distribution and descriptive data analyses are presented in Tables 5 and 6 respectively.

**Table 5:** Frequency distribution of the respondents (N=559)

SN			Frequency	Percentage
1.	Gender	Male	174	31.1
		Female	385	68.9
2.	Years of experience	10 years and below	233	41.7
		11 – 20 years	207	37.0
		21-30 years	109	19.5
		31years and above	10	1.8
3.	Highest qualification	First degree	70	12.5
		PGD	2	.4
		Master	153	27.4
		Ph.D.	238	42.6
		Post Doctoral	96	17.2
4.	Rank	Graduate Assistant	71	12.7
		Assistant Lecturer	11	2.0
		Lecturer II	147	26.3
		Lecturer I	95	17.0
		Senior Lecturer	120	21.5
		Associate Professor	17	3.0
		Professor	98	17.5

Source, field work by researchers, 2024.

The data presented in Table 5 showed that 174 respondents representing 31.1% were males while 385(68.9%) respondents were females. The data further showed that 233(41.7%) respondents were 10 years of age and below; 207(37.0%) respondents were between 11-20 years of ages, 109 representing 19.5 respondents were between 21-30 years while 10 respondents representing 1.8% were 31 years of age and above.

Further examination of the data revealed that 70(12.5%) respondents have First degrees, 2 respondents representing .4% have Post Graduate Diplomas, 153(27.40 respondents have Master degree, 238 representing 42.6% have Ph.Ds while 96 respondents representing 17.2 % Post Doctoral degrees. The result further showed that 71(12.7%) respondents were Graduate Assistants; 11(2.0%) respondents were Assistant lecturers, 147 representing 26.3% were Lecturer II, 95(17.0%) were Lecturer I, 120 (21.5%) were Senior Lecturers, 17(3.0%) were Associate Professor while 98(17.5%) respondents were Professors. Also, the result further showed that only 24 respondents representing 4.3% have benefitted from TETFUND while a whooping number of 535 representing 95.7% have not benefitted from TETFUND. The descriptive analysis of the means ( $\bar{x}$ ) and standard deviations ( $S^2$ ) of the variables can be interpreted by comparing the calculated mean of the variables with the population mean of the instrument. The data is presented in Table 6.



**Table 6:** Descriptive statistics of the research variable

Variable	N	$\bar{x}$	SD
Provision of teaching/learning facilities	559	11.75	2.76

From a sample of 559, the response mean of TETFUND intervention on provision of teaching/learning facilities is 11.75. If this calculated mean is compared with the population mean of the instrument of 15.00, it can be deduced that the intervention of TETFUND is to a very low extent.

### Results and discussion

The result from the data analysis has been presented based on the research question for better understanding of the result. Therefore, the result is presented and interpreted according to the analysis from the data collected for the research question. The descriptive analysis of percentage (%), mean ( $\bar{x}$ ) and standard deviation ( $S^2$ ) were employed for each item under the variable to answer the research question. The result of the intervention of TETFUND on the provision of teaching and learning resources is presented in Table 7.

**Table 7:** Descriptive analysis of TETFUND's intervention on provision of teaching/learning resources in tertiary institutions

Variable Items To what extent has TETFUND provided:	VHE (%)	HE (%)	LE (%)	VLE (%)	$\bar{x}$	SD	Remarks
Textbooks in your school library	.4	43.3	53.0	.29	2.42	.55	Low extent
Computers for teaching and learning	.2	39.9	56.5	3.4	2.37	.55	Low extent
Interactive boards in your classrooms	.2	40.4	55.5	3.9	2.37	.56	Low extent
Marker boards	.4	36.9	59.0	3.8	2.34	.55	Low extent
Projectors and DVDs/CDs	.4	30.1	64.2	5.4	2.25	.55	Low extent
<b>Grand Mean = 2.35</b>							

The responses of the respondents indicated that .4%, 43.8%, 53.0% and 2.9% agreed to a Very High Extent, High Extent, Low Extent and Very Low Extent respectively to TETFUNDs intervention on the provision of textbooks in their school library in their tertiary institutions. The mean and standard deviation ( $\bar{x} = 2.42$ ,  $S^2 = .55$ ) were obtained indicating that there is a low extent of TETFUND's intervention on the provision of textbooks in the school library in the research area.

Also, the responses of the respondents indicates that .2%, 39.9%, 56.5% and 3.4% agreed to a Very High Extent, High Extent, Low Extent and Very Low Extent respectively to TETFUNDs intervention on the provision of computers for teaching and learning in their tertiary institutions. The mean and standard deviation ( $\bar{x} = 2.37$ ,  $S^2 = .55$ ) were obtained indicating that there is a low extent of TETFUND's intervention on the provision of computers for teaching and learning in the research area. Again, the responses of the respondents indicates that .2%, 40.4%, 55.5% and 3.9% agreed to a Very High Extent, High Extent, Low Extent and Very Low Extent respectively to TETFUNDs intervention on the provision of interactive boards in their classrooms in their tertiary institutions. The mean and standard deviation ( $\bar{x} = 2.37$ ,  $S^2 = .56$ )

were obtained indicating that there is a low extent of TETFUND's intervention on the provision of interactive boards in their classrooms in the research area.

The responses of the respondents also indicates that .4%, 36.9%, 59.0% and 3.8% agreed to a Very High Extent, High Extent, Low Extent and Very Low Extent respectively to TETFUNDs intervention on the provision of marker boards in their tertiary institutions. The mean and standard deviation ( $\bar{x} = 2.34$ ,  $S^2 = .55$ ) were obtained indicating that there is a low extent of TETFUND's intervention on the provision of marker boards in their classrooms in the research area.

It was again indicated by the responses of the respondents that .4%, 30.1%, 64.2%, and 5.4% agreed to a Very High Extent, High Extent, Low Extent and Very Low Extent respectively to TETFUNDs intervention on the provision of projectors and DVDs/CDs in their tertiary institutions. The mean and standard deviation ( $\bar{x} = 2.25$ ,  $S^2 = .55$ ) were obtained indicating that there is a low extent of TETFUND's intervention on the provision of projectors and DVDs/CDs in the research area.

Considering the grand mean of 2.35 as against expected mean of 2.5, this research question can therefore be answered that, there is a general low extent of TETFUND intervention on the provision of teaching/learning resources in tertiary institutions in Cross River State. This result is so because academic libraries in developing countries like Nigeria depend solely on government funding through TETFUND and show little interest in well organised fund-raising programmes to generate the funds they require to sustain their services.

The result of this study is in consonance with Aguolu and Aguolu (2012) that libraries in Nigeria do not only lack adequate funds to purchase books and required journals but that they cannot afford huge amount needed to purchase and maintain computers hardware, build and sustain infrastructure nor hire and keep requisite personnel. The result also supports Ajibero (2013) and Madu (2008) citing Sofoluwe (2003) and Ojedokun (2008) who have all decried poor funding by government as a major hindrance to not only virtual/electronic library services but the entire academic library development in Nigeria. However, the result of the study disagrees with Ya'u (2013) that it is very important to commend TETfund's role in interventions especially in e-library services development as digital libraries have the opportunity to address the scarcity of teaching and research materials in the libraries of institution of higher education in Nigeria.

## **Conclusion**

The federal government through TETFund has made available fund for tertiary institutions to conduct project that will impact on the development of tertiary institutions. In most tertiary institutions, especially in the state-owned institutions, the complaint has been that most school authorities either do not have access to the funds or do not make good use of the funds provided for teaching / learning resources. Hence, it was concluded that generally, there is a low intervention of TETFUND on the provision of teaching and learning resources in public tertiary institutions in Cross River State.

## **Recommendations**

Based on the findings obtained the researchers recommended that; TETFUND should endeavour to provide more teaching and learning resources in public institutions while tertiary institution authorities should ensure that teaching and learning resources that are provided are adequately utilized by teachers and students.

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