



ABSTRACT

This study investigated fund utilization, leadership style and research training as correlates of quality research output in Colleges of Education in South-west, Nigeria. The study adopted the descriptive survey research of the ex-post facto type. The population of the study comprised of all 2,189 academic staff in the nine Colleges of Education in South-west, Nigeria.

FUND UTILISATION, LEADERSHIP STYLE AND RESEARCH TRAINING AS CORRELATES OF QUALITY RESEARCH OUTPUT IN COLLEGES OF EDUCATION IN SOUTH-WEST, NIGERIA

***KAMORUDEEN WUMI ADELEKE;**
****JULIET AYIBAKARINATE OGUNTOYE;**
& **ABIODUN ENIOLA BELLO

*Department of Library, Federal College of Education (Special), Oyo. **Department of Educational Foundations, School of Education, Federal College of Education (Special), Oyo.

Corresponding Author:

kamorudeenadeleke6@gmail.com

DOI: <https://doi.org/10.70382/tijerls.v07i8.030>

INTRODUCTION

It is highly desirable and indisputable that Nigerian tertiary institutions prioritise producing high-quality research output. Tertiary institutions, including Universities, Colleges of Education, Polytechnics, and Monotechnics, are tasked with the responsibilities of offering accessible and affordable high-quality formal and informal learning opportunities in response to the needs and interests of all Nigerians; contributing to national development through high-level manpower training and supporting and encouraging community service, entrepreneurship, and scholarship. As tertiary



Proportionate-to-size sampling technique was used to select 30% of academic staff from the six purposively selected State and Federal Colleges of Education in Southwestern Nigeria. The Data collected through researcher's self designed questionnaire titled 'Fund Utilisation, Leadership Style, Research Training and Quality Research Output Questionnaire' (FULSRTQROQ)' were analyzed using Pearson Product Moment Correlation and Multiple regressions. All the hypotheses were tested at 0.05 level of significance. The result from the analysis revealed that fund utilisation ($r = 0.304$, $p < 0.05$) and research training ($r = 0.093$, $p < 0.05$) had significant correlation with quality research output in College of Education in South-west, Nigeria but leadership style ($r = 0.070$, $p > 0.05$) had no significant correlation with quality research output. The study concluded that fund utilisation, leadership style and research training could jointly influence the quality research output to some extent. It was therefore recommended that government should ensure that the institutional based research grants are judiciously used by lecturers to carry out quality research and College management should always organise job orientation training for academic staff to increase their research skills.

Keywords: Fund utilization, Leadership style, Research training, Quality research output

educational institutions, Colleges of Education are expected to carry out their responsibilities in an effective manner by pursuing high standards in the quality of teaching, research and community services (Federal Republic of Nigeria, 2014). Olowo and Bello (2019) explained research as an objective, systematic, controlled and critical activity planned and directed towards the discovery and development of dependable knowledge. It is a continuous search process to examine ideas and test their validity, facts to prove their merits, and generalizations to verify their applications to situations and their reliability for repeated uses. Ladipo, Alegbeleye, Soyemi and Ikonne (2022) defined research as a systematic analysis to uncover new facts to gain knowledge to resolve or address a problem. Jameel and Ahmad (2020) stated that research output is a crucial subject for researchers and students because research results have significant impact on the



entire society. Research output such as publication in book and journal is used to measure the development in any nation. Nowadays, the primary source for the assessment of academic staff and academic institutions is publications. Suleiman, Ishola, AnwarulIslam, Olajide and Muchilwa (2020) opined that research output is determined by the number of published articles in referred journals and conference proceedings of status. Quality research by lecturers contributes to unquestionable indigenous and sustainable development.

Imhonopi and Urim (2014) defined research output as the amount of academics' problem-solving and intellectual work that results in the publication of research in the form of books, journals, technical reports, monographs, conference proceedings, and other publications. As a result, the importance of research output in academia is such that the widely used phrase "publish or perish" has gained traction and is now taken for granted by academics. A review of the promotion standards at the majority of education colleges whether federal, state, or private reveals that the quantity of publications an academic has is a major factor in determining their standing for promotion, income, and productivity. Academics' research output thus defines their significance, prospects for advancement, and standing in academia. It also serves as the foundation for the associated institution's global ranking. Additionally, the primary metric used to assess the performance and ranking of postsecondary institutions is the quality of research productivity, which is mostly assessed through publications and citations.

The act of funding is the provision of financial resources, typically in the form of cash or other values like labor or time, by a government agency or group to support a project, programme, or necessity. This terminology is typically used when an organisation uses its own reserves to meet its financial needs (Wikipedia, 2024). Fund utilisation refers to action of making practical and effective use of grant for the purpose of research. It is the practical or worthwhile use of money for research purpose. According to Isuku and Emunemu (2012), one of the main drivers of successful economic development is generally thought to be the proper funding of university research in particular and education in general. Bogoro (2015) correctly pointed out that a country's ability to compete internationally is based on how much its governments invest in cutting-edge research and development as well as education. Emetarom and Emunemu (2010) stated that financial investments in research will boost human capital, stimulate economic growth,



result in the creation of technology and goods that benefit the poor, and offer data that will guide practice and policy. Aliyu, Sanusi and Tijani (2021) observed that the replacement of infrastructure, tools, machines and recruitment of qualified staff that can make teaching, learning and research work meaningful and relevant to the needs of modern-day Nigeria all need money which is not always available. The implication of this is that the quality of institutions in Nigerian colleges of education in terms of teaching, research and student services will be sacrificed at the expense of poor funding. Matthew (2016) rightly observed that many cases of corruption are often recorded in the educational system which makes one to wonder if there is future for education development in Nigeria. In Nigeria, money meant for education development is viewed as national cake where everybody wishes to cut his/her share of it. In most cases money earmarked for education are mismanaged or misappropriated by those in charge. As a result there is less to show for in terms of research output and educational facilities.

The primary tool used to determine the productivity of a college is the quality of research output the academic staff produce which is directly correlated with how these individuals are managed by the institution's leadership. Leadership is therefore defined as an influence relationship between a leader and followers with the ultimate aim of achieving organisational objectives. It involves guiding, encouraging, and facilitating others in an attempt to achieve organisational objectives and standard. Staff training and development is one of the most important functions of human resources management and it means to develop the skill and ability of an individual staff and organisation as a whole. When organisation is contributing toward staff development activities, the staff tends to work hard, utilize their full skills and efforts to achieve the goal of the organization (Hammed & Waheed, 2011). Successful leadership can support an organisation's continuity amidst future uncertainty. An organization requires a leadership style to influence staff with the aim of making a positive contribution to the organisation. Realising the importance of the impact of leadership style on organisations' operations, Jani (2023) investigated the influence of leadership style on employee performance and found that leadership style had significant influence on employee performance. The author stated further that one of the leadership styles applied at PT. Nairindo Servitama in the Mega Kemayoran area was a democratic leadership style and this leadership style had a positive influence on employee performance in the company. Academic staff can therefore become



more motivated and increase their research productivity if college of education leadership adopts an appropriate style and shares some of its success with employees (academic staff) in the form of creating an enabling working environment, providing adequate research training, and improving benefits.

Training is a crucial component of professional development. It ensures that staff members are up-to-date with the latest skills. Chemutai and Khalili (2022) found in their study that staff training and development have a positive and significant effect on the academic performance of lecturers at Rongo University. Staff training and development improves staff effectiveness, service quality, job satisfaction, motivation and morale, academic performance, self-esteem and self-confidence, research skills instruction and media design skills, pedagogical skills and conformity with standards. Igboke, Benson and Enem (2019) who reported that relationship between mentor and mentee influences the quality of librarians' research output. It showed that joint research with mentors, mentors research capacity and training from mentors influenced the quality of research outputs by librarians.

It is on the basis of this that this study intended to investigate fund utilisation, leadership style and research training as correlates of quality research output in Colleges of Education in South-west, Nigeria.

Statement of the Problem

Quality research output is a critical factor in the academic and professional development of Colleges of Education, as it influences knowledge production, policy formulation, and educational advancement. However, the quality of output from research in Nigerian Colleges of Education has been a major debate among various stakeholders in education. The number and quality of published works by academics in Nigerian Colleges of Education in local and international journals seem to have lagged when compared with some other countries of the world. Although several reasons have been adduced for the decline in the quality of research output among many Nigerian Colleges of Education academics the problem of fund utilisation, leadership style and research training seem to be among strong arguments for the low quality of research output in the Colleges of Education. While research grants and institutional funding are available, their allocation, accessibility, and proper utilisation remain questionable. Mismanagement or lack of adequate financial support may hinder research



productivity and limit the capacity of lecturers to engage in high-quality research. Also, the extent to which institutional leaders support, motivate, and create an enabling environment for research can significantly impact lecturers' engagement in scholarly activities. Furthermore, the availability and quality of research training programmes can determine lecturers' methodological proficiency, publication output, and overall research productivity. Despite the significance of these factors, there seems to be dearth of empirical evidence on how fund utilisation, leadership style, and research training collectively influence the quality of research output in Colleges of Education in South-West Nigeria. Hence, this study investigated fund utilisation, leadership style and research training as correlates of quality research output in Colleges of Education in South-west, Nigeria.

Purpose of the Study

The main purpose of this study was to investigate fund utilisation, leadership style and research training as correlates of quality research output in Colleges of Education in South-west, Nigeria. Specifically, the study sought to:

1. examine the trend in research funding in the Colleges of Education in South-west, Nigeria;
2. examine the impact of fund utilisation on quality research output in the Colleges of Education in South-west, Nigeria;
3. examine the influence of leadership style on quality research output in the Colleges of Education in South-west, Nigeria;
4. investigate the influence of research training on quality research output in the Colleges of Education in South-west, Nigeria and
5. investigate the joint influence of fund utilisation, leadership style and research training on quality research output in the Colleges of Education in South-west, Nigeria.

Research Question

1. What is the trend in research funding in the Colleges of Education in South-west, Nigeria;

The following hypotheses were formulated to guide the study.

Research Hypotheses

H₀1: There is no significant correlation between fund utilisation and quality research output in the College of Education in South-west, Nigeria.



- H₀₂: There is no significant correlation between leadership style and quality research output in the College of Education in South-west, Nigeria.
- H₀₃: There is no significant correlation between research training and quality research output in the College of Education in South-west, Nigeria.
- H₀₄: There is no significant joint correlation among fund utilization, leadership style, research training and quality research output in the College of Education in South-west, Nigeria.

Methodology

This study adopted the descriptive survey research of the ex-post facto type. The population of the study comprised of all 2,189 academic staff in the nine colleges of Education in South-west, Nigeria. This is shown in table 1

Table 1: Population of Colleges of Education and Academic Staff in South-west, Nigeria

S/N	Colleges of Education	Ownership	State Domiciled	Population of Academic Staff
1	College of Education, Ikere Ekiti	State	Ekiti	201
2	Federal College of Education, (Technical) Akoka	Federal	Lagos	245
3	Federal College of Education, Osiele, Abeokuta.	Federal	Ogun	258
4	Sikiru Adetona College of Education, Science and Technology Omu-Ijebu	State	Ogun	162
5	Adeyemi College of Education, Ondo	Federal	Ondo	496
6	Federal College of Education, Iwo	Federal	Osun	84
7	Osun State College of Education, Ila-Orangun	State	Osun	126
8	Federal College of Education (Special), Oyo	Federal	Oyo	501
9	Oyo State College of Education, Lanlate	State	Oyo	116
	Total	09		2,189



The sample size for this study is 374. The multistage sampling procedure was adopted in the selection of samples from both State and Federal Colleges of Education. In the first stage, stratified sampling technique was used to sample three States that have both Federal and State Colleges of Education out of six States from Southwestern Nigeria. The States were Ogun, Osun, and Oyo. In the second stage, a purposive sampling technique was used to select two Colleges from each of the selected States that is, one Federal and one State College of Education. This is to give room for equal representation of State and Federal Colleges of Education. In the third stage, the proportionate-to-size sampling technique was used to select 30% of academic staff from State and Federal Colleges of Education sampled in Southwestern Nigeria. This is shown in the table 2

Table 2: Sample of Colleges of Education and Academic Staff

S/N	Sampled Colleges of Education	Number of Academic Staff	Sampled Size(30%) of Academic Staff
1	Federal College of Education, Osiele, Abeokuta.	258	77
2	Sikiru Adetona College of Education, Science and Technology Omu-Ijebu	162	49
3	Federal College of Education, Iwo	84	25
4	Osun State College of Education, Ila-Orangun	126	38
5	Federal College of Education (Special), Oyo	501	150
6	Oyo State College of Education, Lanlate	116	35
	Total	1,247	374



Data for the study were collected using the researcher's designed questionnaire titled 'Fund Utilisation, Leadership style, Research Training and Quality Research Output Questionnaire' (FULSRTQROQ). The questionnaire had two sections A and B Section. Section A covered research output for the period of five years (2019-2023) and Section B contained data on fund utilization, leadership style and research training as they influence quality research output. Data were also be retrieved from various official records, Colleges Education websites and documentary search. The instrument was validated by the experts in the field of educational management and test and measurement. The reliability of the instruments was ascertained through Cronbach's alpha with reliability coefficient of 0.880. The data collected after the administration of research instrument to the respondents were analyzed using Pearson Product Moment Correlation and Multiple Regressions. Hypotheses 1, 2 and 3 were tested at 0.05 level of significance with the use of Pearson Product Moment Correlation (PPMC) while hypothesis 4 was tested using Multiple Regression.

Results

374 copies of the questionnaire were administered to the academic staff but 331 (88.5%) questionnaires were returned while 43(11.5%) questionnaires were not returned. The total number of questionnaires that were retrieved from the field was 331 which was used for data analysis.

Research Question 1: What is the trend in research funding in the Colleges of Education in South-west, Nigeria?

Table: 3 Five Years Trend in Research Funding

S/N	Year	Amount
1	2019	18,000,000.00
2	2020	28,000,000.00
3	2021	28,000,000.00
4	2022	5,000,000.00
5	2023	40,000,000.00

Source: TETFUND (2023). Annual –direct-disbursement for year 2010-2023

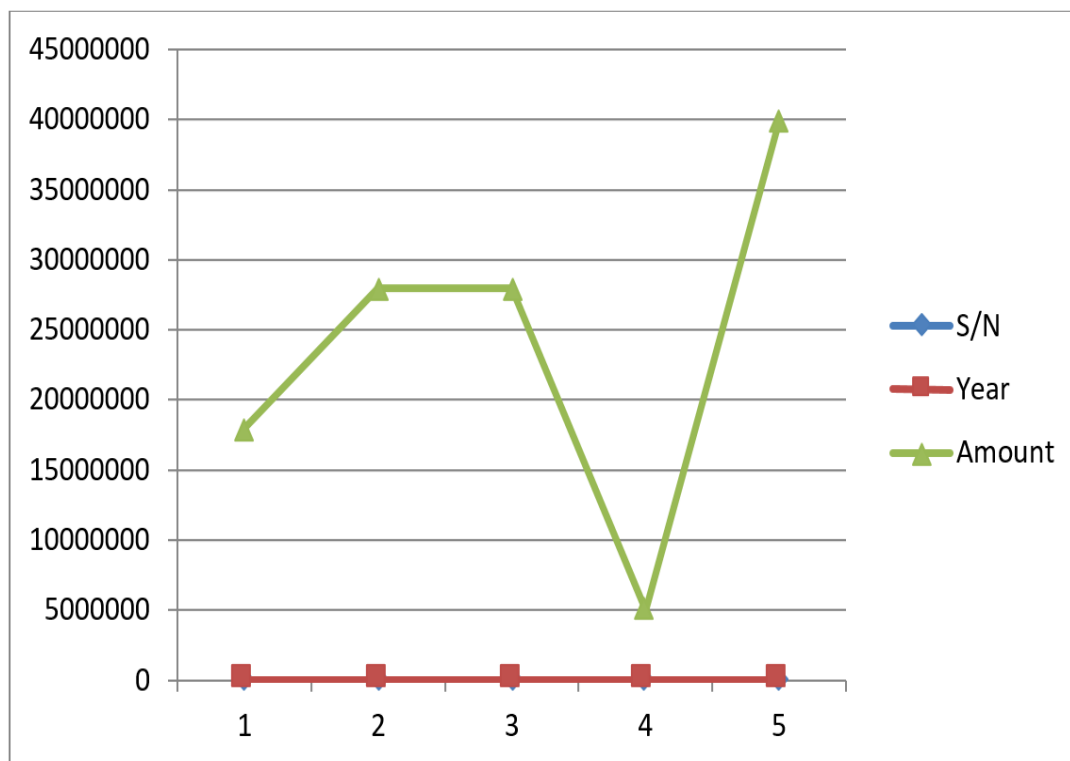


Figure 1: Graphical Representation of Five Years Trend in Research Funding

Table 3 and figure 1 revealed the 5-year (2019 to 2023) trend in research funding in Colleges of Education in South-west, Nigeria. From the result, there was fluctuation in research funds earmarked for research by the Government at different years. That is the allocated research fund was not consistent but rather fluctuating. In 2019, government earmarked #18,000,000 for each of the public College of Education in Nigeria for research under the institutional based research. The research grant was increased to #28,000,000 in 2020 and 2021 respectively. In 2022, the research grant decreased to #5,000,000 and it was further increased to #40,000,000 in the year 2023. This result obtained is in line with that of Matthew (2016) who reported that the pattern of government budgetary allocation to education as a percentage of total budget was not consistent.

This result further supported the finding of Isuku and Emunemu (2012) who affirmed that research funding in Nigerian universities continuously witnessed a downward trend given the real naira value over the years.

H₀₁: There is no significant correlation between fund utilization and quality research output in the College of Education in South-west, Nigeria.



Table 4: Correlation between Fund Utilisation and Quality Research Output

Correlations		Fund Utilisation	Quality Research Output
Fund Utilisation	Pearson Correlation	1	.304 ^{**}
	Sig. (2-tailed)		.000
	N	331	331
Quality Research Output	Pearson Correlation	.304 ^{**}	1
	Sig. (2-tailed)	.000	
	N	331	331

^{**}. Correlation is significant at the 0.05 level (2-tailed).

Source: Field Work 2024

The p value of 0.000 is significant at 0.05 level of significance with r value of 0.304 ($p < 0.05$). This showed a positive correlation between fund utilisation and quality research output. The null hypothesis is therefore rejected while the alternative hypothesis is accepted. The conclusion is that there is significant correlation between fund utilisation and quality research output in Colleges of Education in South-west, Nigeria

H₀₂: There is no significant correlation between leadership style and quality research output in the College of Education in South-west, Nigeria.

Table 5: Correlation between Leadership Style and Quality Research Output

Correlations		Leadership Style	Quality Research Output
Leadership Style	Pearson Correlation	1	.070 ^{**}
	Sig. (2-tailed)		.207
	N	331	331
Quality Research Output	Pearson Correlation	.070 ^{**}	1
	Sig. (2-tailed)	.207	
	N	331	331

^{**}. Correlation is not significant at the 0.05 level (2-tailed).

Source: Field Work 2024



The p value of 0.207 is not significant at 0.05 level of significance with r value of 0.070 ($p > 0.05$). The null hypothesis is therefore accepted while the alternative hypothesis is rejected. The conclusion is that there is no significant correlation between leadership style and quality research output in Colleges of Education in South-west, Nigeria

H₀₃: There is no significant correlation between research training and quality research output in the College of Education in South-west, Nigeria.

Table 6: Correlation between Research Training and Quality Research Output

Correlations		Research Training	Quality Research Output
Research Training	Pearson Correlation	1	.093**
	Sig. (2-tailed)		.009
	N	331	331
Quality Research Output	Pearson Correlation	.093**	1
	Sig. (2-tailed)	.009	
	N	331	331
**. Correlation is significant at the 0.05 level (2-tailed).			

Source: Field Work 2024

The p value of 0.009 is significant at 0.05 level of significance with r value of 0.093 ($p < 0.05$). This showed a weak positive correlation between research training and quality research output. The null hypothesis is therefore rejected while the alternative hypothesis is accepted. The conclusion is that there is significant correlation between research training and quality research output in Colleges of Education in South-west, Nigeria.

H₀₄: There is no significant joint correlation among fund utilisation, leadership style, research training and quality research output in the College of Education in South-west, Nigeria.



Table 7: Joint Correlation among Fund Utilisation, Leadership Style, Research Training and Quality Research Output

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.322 ^a	.110	.102	1.502

Predictors: (Constant), Fund Utilisation, Leadership_Style, Research training

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	91.439	3	30.480	13.504	.000 ^b
	Residual	738.041	327	2.257		
	Total	829.430	330			

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.330	.723		11.519	.000
	Fund Utilisation	-.242	.040	-.415	-6.111	.000
	Leadership Style	.038	.042	.065	.890	.374
	Research Training	.066	.043	.123	1.539	.125

Source: Field Work 2024

The result from hypothesis four with p value of .000, .374 and .125 for fund utilisation, leadership style and research training respectively at 0.05 level of significance revealed significant joint correlation among fund utilisation, leadership style, research training and quality research output.

Discussion of Findings

The result from hypothesis one with p value of 0.000 is significant at 0.05 level of significance with r value of 0.304 ($p < 0.05$). This is also showed a positive correlation between fund utilisation and quality research output. The null hypothesis is therefore rejected while the alternative hypothesis is accepted. This result revealed that there is significant correlation between fund utilisation and



quality research output in Colleges of Education in South-west, Nigeria. Majority of the respondents agreed that using the accessible research grant to procure journals and of ICT facilities, subscribe to internet facilities, employment of research assistant could improve their quality research output. This result corroborated with the report of Aliyu, Sanusi and Tijani (2021) who observed that the replacement of infrastructure, tools, machines and recruitment of qualified staff that can make teaching, learning and research work meaningful and relevant to the needs of modern-day Nigeria all need money which is not always available. The implication of this is that the quality of institutions in Nigerian colleges of education in terms of teaching, research and student services will be sacrificed at the expense of poor funding. Matthew (2016) also reported that in Nigeria, money meant for education development is viewed as national cake where everybody wishes to cut his/her share of it. In most cases money earmarked for education are mismanaged or misappropriated by those in charge. As a result there is less to show for in terms of educational facilities, research output and students' performance in the examination. The result from hypothesis two with p value of 0.207 is not significant at 0.05 level of significance with r value of 0.070 ($p > 0.05$). The null hypothesis is therefore accepted while the alternative hypothesis is rejected. The conclusion is that there is no significant correlation between leadership style and quality research output in Colleges of Education in South-west, Nigeria. The respondents responded that the welcoming of innovative ideas, setting target for academic staff to pursue and anticipation of absolute best from the academic staff by the college management had no significant relationship with their quality research output. This result is in contrary to the finding of Jani (2023) who stated that leadership style had significant influence on employee performance.

The testing of hypothesis three with the p value of 0.009 is significant at 0.05 level of significance with r value of 0.093 ($p < 0.05$). This showed a weak positive correlation between research training and quality research output. The null hypothesis is therefore rejected while the alternative hypothesis is accepted. The conclusion is that there is significant correlation between research training and quality research output in Colleges of Education in South-west, Nigeria. Majority of the respondents responded that job orientation training, training and development, attending conference, attendance at workshop opportunity for further studies could increase their skills on quality research. This result is in



agreement with the finding of Igbokwe, Benson and Enem (2019) who reported that joint research with mentors, mentors research capacity and training from mentors influenced the quality of research outputs by librarians. Chemutai and Khalili (2022) found in their study that staff training and development have a positive and significant effect on the academic performance of lecturers at Rongo University. The result from hypothesis four with p value of .000, .374 and .125 for fund utilisation, leadership style and research training respectively at 0.05 level of significance revealed significant joint relationship among fund utilization, leadership style, research training and quality research output. The results presented the value of $R = .322$, $R \text{ square} = .110$ and adjusted $R \text{ square} = .102$ (model summary) and ANOVA table. The result from the table showed multiple correlation of .322 between dependent and independent variables. This implied that independent variable variables could influence the quality research output to some extent. The adjusted $R \text{ square}$ of .102 was an indication that the independent variables accounted for 1% of the total variance observed. The observed variance was statistically significant at $F (df=3, 327) = 13.504, p<0.05$. This was an indication that fund utilisation, leadership style and research training significantly jointly influence quality research output in Colleges of Education in South-west, Nigeria.

Conclusion

Based on the results of data analysis regarding the fund utilisation, leadership style and research training as correlates of quality research output, it was concluded that only the fund utilisation and research training had significant correlation with quality research output in Colleges of Education in South-west, Nigeria while the leadership style had no significant correlation on the quality research output. The study also concluded that the fund utilization, leadership style and research training could jointly influence the quality research out to some extent.

Recommendations

Based on the result and conclusion, the following recommendations were made

1. The government should ensure that the institutional based research grants are judiciously used by lecturers to carry out quality research.
2. The College management should create friendly and harmonious working environment for lecturers to carry out quality research.
3. The College management should always organise job orientation training for academic staff to increase their research skills



4. The College management should encourage academic staff to attend conferences and workshop on research so as to increase their research skills

References

- Aliyu, U., Sanusi, M. & Tijani, U. (2021). Challenges of access to quality university education in Nigeria: Suggestion for improvement. *Bayero Journal of Educational Administration and Planning*, 5(1), 192-202.
- Bogoro, S. E. (2015) Institutionalization of research and development (R&D) as the launch pad for Nigeria's technological revolution. *New England Journal of Medicine*, 2(5), 178-199
- Chemutai, L. P., Khalili, O. E. (2022). Influence of staff training and development on academic performance of lecturers at Rongo University, Kenya. *International Academic Journal Social Sciences and Education*, 2(3), 74-93.
- Emetarom, U. G. & Emunemu, B. O. (2010). Research in higher education: Challenges and management opportunities for reform and sustainable development. *African Journal of Educational Management*, 13(1), 185-201.
- Federal Republic of Nigeria. (2014). National policy on education (4th edition). NERDC Press.
- Hammed, A. & Waheed, A. (2011). Employee development and its effect on employee performance: A conceptual framework. *International Journal of business and Social Sciences*, 2(13). www.ijbssnet.com
- Igbokwe, J. C., Benson, O. V. & Enem, F. N. (2019). Determinants of the quality of research output by librarian in selected universities libraries in South-east, Nigeria. *Journal of Information and Knowledge Management*, 10(1), 1-13.
- Imohonopi, D. & Urim, U. M. (2014). The impact of internet services on the research output of academic of selected state universities in Southwest Nigeria. <http://scholar.google.com/Citations>
- Isuku, E. J. & Emunemu, B. O. (2012). Trend analysis in the funding of University research in Nigeria: Implications for social and economic development in an emerging economy. *Journal of Educational Review*, 5(3), 333-341.
- Jameel, A. S., & Ahmad, A. R. (2020). Factors impacting research productivity of academic staff at the Iraqi higher education system. *International Business Education Journal*, 13(1), 108- 126. <https://doi.org/10.37134/>
- Jani, S. S. (2023). The influence of leadership style on employee performance. *Jurnal Ilmiah Manajemen Kesatuan*, 11(3), 1519-1528.
- Ladipo, S. O., Alegbeleye, G. O., Soyemi, O. D. & Ikonke, C. N. (2022). Research productivity of lecturers in federal universities in Nigeria: the place of institutional factors. *International Journal of Research in Library Science*, 8(2), 134-150.
- Matthew, I. A. (2016). Financial allocation to education: Trends, issues and way forward in Nigeria. *Journal Plus Education*, 14 (1), 227-242.
- Olowo, G. M. & Bello, A. E. (2019). Fund availability and research output in Federal College of Education (Special), Oyo. *Wudil Journal of Science and Technology Education*, 2(1), 151-160.
- Suleiman, Y., Ishola, M. A., AnwarulIslam, K M., Olajide, O. J. & Muchilwa, E. H. (2020). Impact of resource utilization on lecturers' effectiveness in private universities, Kwara State, Nigeria: Aqualitative approach. *The Millennium University Journal*, 5(1), 43-54
- Wikipedia Free Encyclopedia (2024). Funding. <https://en.wikipedia.org/wiki/Funding>