

INADEQUATE INFRASTRUCTURAL FACILITIES IN NIGERIAN PUBLIC UNIVERSITIES: CAUSES, EFFECTS AND WAYS FORWARDS

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ABSTRACT: Public universities in Nigeria are plagued with the problems of inadequate infrastructural facilities. This paper looks at the causes of shortages of infrastructural facilities, effects of infrastructural facilities in Nigerian public universities and the way forward. Secondary data were employed to discuss the various points raised in the paper. The secondary data were sourced from both hard ware and software resources. The paper identified inadequate funding, corruption, increase in population, poor infrastructural planning, poor maintenance culture and uncompleted projects as the causes of shortage of inadequate infrastructural facilities in Nigerian public universities. The paper also identified poor academic performance of students, poor performance of academic staff and non-academic staff and poor quality of education as the effects of inadequate infrastructural facilities in Nigerian public universities. To address these problems, the paper recommended that the government should increase the funding of public universities and more funds should be made available for the rehabilitation of existing facilities.

KEYWORD: Inadequate, Infrastructural facilities, Public, Universities

1. INTRODUCTION

Public universities are universities owned by the government. Public universities are established for the provision of post-secondary school education for Nigerian citizens. Public universities are not profit making universities. They are created to provide social service (education) for the people (Ogunode, 2021).

Infrastructural facilities is a major resource the university system needs to realize its objective. Infrastructural facilities support effective delivery of teaching, researching and the provision of community services. Infrastructural facilities is one of the greatest material resources that the university system cannot do without. The quality and quantities of infrastructural facilities available in the universities determine to some extent the level of quality of education outcome of the universities.

Nigerian public universities are plagued with many challenges. Some of the challenges include inadequate funding, shortage of academic staff, overcrowding of students, poor quality and inadequate infrastructural facilities. NOUN (2007) observed that it is worrisome to note that higher educational institutions are fast decaying. All the required resources for education production process

are in short supply. Lecture halls, laboratories, students' hostels, library space, books and journals, official spaces are all seriously inadequate. The equipment for teaching and learning are either lacking or very inadequately and in a bad shape to permit the higher educational systems the freedom to carryout the basic functions of academics.

This paper is aimed to examine the causes of shortage of infrastructural facilities, effects of infrastructural facilities in the Nigerian public universities and proffers the solution to the problem of shortage infrastructural facilities in the Nigerian public universities.

2. Concept of Public Universities

The National Policy on Education (FGN, 2004), defines higher education as the post -secondary Section of the National education system, which is given of Universities, Polytechnics and Colleges of Technology including courses as are given by the Colleges of Education, Advanced Teachers Training Colleges, Correspondence Colleges and such institutions as may be allied to them. The Nigerian higher education comprises the Polytechnic education, College of Education and Universities. The objectives of Higher education includes: the acquisition, development and inculcation of the proper value orientation for the survival of the individuals and societies; the development of the intellectual capacities of individuals to understand and appreciate environment; the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community; and the acquisition of an overview of the local and external environments (FGN, 2004)

The National Policy on Education again stated that higher educational institutions should pursue these goals through: teaching, research, the dissemination of existing and new information, the pursuit of service to the community; and by being a store-house knowledge (FGN, 2004).

The Nigerian universities system are designed into public universities and private universities. The public universities are those owned by the various state government and those owned by the Federal government. The federal government established National Universities Commission (NUC) to oversee the external administration of the universities.

The National Universities Commission (NUC) is a parastatals under the FME. The Commission was established in 1962 with the task of developing and managing university education in Nigeria. Its functions include: granting approval for all academic programmes in Nigerian universities; granting approval for the establishment of all higher educational institutions offering degree programmes; and ensuring quality assurance, through regular accreditation, of all academic programmes in universities. The Commission currently regulates the academic programmes of 45 federal, 53 state and 99 private universities in Nigeria. The Role of National University Commission (NUC) in system performance cannot be overlooked. As an external quality assurance agency of the Nigerian University

System, it has the following role;

1. Advising the federal Government on the establishment and location of universities, creating new facilities and post graduate units in the universities.
2. Advising Government on the fundamental needs of the universities.
3. Carrying out periodic plans on the general programme to be pursued by universities staff.
4. Preparing periodic plans on the general programme to be pursued by the universities
5. Receiving and disbursing Federal grants to Federal Universities.
6. Establishing and maintaining the minimum academic standards.

7. Accrediting the degrees and other academic programme awarded by the universities (Lassa, 1992). The audit role and the supervisory functions of NUC has indeed contributed to the quality and sustainability of higher education in Nigeria.

2.1. Concept of Infrastructural Facilities

Ogunode& Nathan (2021) defined school infrastructural facilities as social capital within the school environment. They include school buildings/complexes such as classrooms, tables, exam hall, chairs, auditoria, desks, staff offices, seminar/conference/board rooms, laboratories, workshops, studios, farms, gymnasias, central libraries, specialized/professional libraries, faculty libraries, departmental libraries, etc., Institute/centers' specialized facilities e.g. ICT infrastructure, special laboratories, conference facilities, etc., and Boards e.g. interactive, magnetic, screen and chalk, etc., ICT that is computer laboratories and services, network connectivity, multi-media system, public address system, slide, and video projectors, and Ergonomics furnishing in laboratories, libraries, and lecture rooms/ theaters, moot courts, and studios, etc.

Ogunode& Nathan (2021) observed that the importance of infrastructural facilities in educational institutions include: It aids effective delivery of administrative functions in schools; It makes the delivery of services fast and reliable; It enables teachers to deliver lessons fast; Infrastructural facilities provide a conducive working environment for both teachers and students; Infrastructural facilities enable learners to learn at ease and learn well; and Infrastructural facilities enable the teachers to teach well, prepare their lessons, and deliver them online (ICT). Ebehikhalu&Dawam (2017) observed University education comprises of two components: inputs and outputs. Inputs constitute of physical and human resources and outputs consist of the aim or goal and the outcome or result of the education. These physical resources are known as physical infrastructure which refers to basic facilities and equipment needed for the functioning of university. The facilities include lecture theatres, auditoria, class rooms, libraries, studios, laboratories, administrative blocks, workshops, sport centers, clinics, hostels, staff quarters, toilets, cafeteria, shops etc Noun (2009) Physical plants are required for teaching, learning and research. They include classrooms, laboratories, workshops, staff offices and libraries. Others include hostels (in residential institutions), staff quarters, students and staff recreational facilities, sports and games facilities. They also include roads, electricity and water supplies (UNESCO, 2006).

3. Level of Infrastructural Facilities in Nigerian Public Universities

Inadequate infrastructural facilities is a fundamental problem facing the public universities in Nigeria. At the North East part of Nigeria, Abubakar Tafawa Balewa University, Bauchi is a public federal university. Study by (Ebehikhalu&Dawam 2016) revealed that inadequacy of physical facilities is very glaring in the university. They observed that most of the science based programmes have one lecture room and one laboratory allocated to all levels of study. For example, the physics, chemistry, Biology, Mathematics etc programmes have one lecture room each for students from level one to final year. There is no programme that has a lecture theater assigned to it. The numbers of lecture rooms, laboratories and lectures offices are still grossly inadequate to meet the needs of the school. The library is still not adequate to meet the needs of the growing population of the university community. There is a significant deficit of basic learning resources which including multimedia systems, magnetic boards, computers, printers, plotter etc. In terms of aesthetics, the institution's main access is not indicative of a university despite the sign post. The enter environment was filthy and the physical infrastructure provided do not have water supply thereby making sanitary situation deplorable. Electricity supply in campuses is irregular and inadequate. The access road to the

permanent site is in a bad shape. The water supply and reticulation in the university have completely failed. The university now relies on water tankers for water distribution.

At the North West part of Nigeria, Usman Danfodiyo University, Sokoto is a federal university (Ebehikhalu&Dawam 2016) disclosed that the number and capacities of lecture halls are grossly inadequate. The number and size of the laboratories are largely inadequate. Almost all the equipment in the laboratories and machineries in the workshops are obsolete. The university has not commenced any form of automation in any of its libraries. The hostel accommodation for both undergraduates and postgraduate students are grossly inadequate and the sanitary conditions very deplorable. Facilities for students use like common rooms and kitchen are not available. The walls of some of the hostels have severe cracks and not safe for habitation. Rooms officially meant for eight (8) students house not less than fourteen (14). Even the official eight (8) students per room are still very much on the high side since the rooms are very small and poorly ventilated. Kitchen and common rooms have been converted into rooms for students and so overcrowded that the students sarcastically call it **zoos** fit only for animal habitation. On the average, about twenty eight (28) students share a toilet in the university. The university is connected to National Grid but power supply is epileptic and irregular. The water supply is not regular and highly inadequate.

From South East part of Nigeria is University of Nigeria, Nsukka, the university is also faced with the problem of inadequate infrastructural facilities. (Ebehikhalu&Dawam 2016) submitted that a common occurrence amongst the mega buildings in this University is their state of dilapidation. Many of them are in bad condition. There is no workshop, studio or gymnasium that is in good condition in the University. They require high and varying degrees of rehabilitation. In terms of learning resources, this University is in acute lack of almost every resources required for teaching and learning. This University is old and as a result has more than its due share of aged, outdated and dilapidated equipment to enable the University function. Several departments have final year students in programmes requiring practical and experiments but have no access to any of the equipment required. Any valuable intervention to the University should include provision of laboratory equipment and consumables. There are no seats and tables in two large halls at the institute of education. The existing computers are outdated and dysfunctional. There is no teaching equipment in the mechanical engineering department. The department has been improvising and borrowing. Apart from the general workshops facilities, the department has been in need of all equipment and learning resources necessary for mechanical engineering. The computer science department needs an adequate broadband internet facility. The condition of offices, classrooms and laboratories are not good; no lighting and air conditioners. Power supply, office space and classrooms are also inadequate. The university also requires a well-stocked environmental chemistry and environmental microbiology laboratories. The state of key municipal infrastructure in the university is deplorable. There is need for intervention in rehabilitation of sewage system (soak-a-ways, septic tanks, etc.) in the university. Many of the municipal facilities are as old as the institution and therefore require rehabilitation.

In south-south Nigeria, University of Uyo, Uyo was established in 1991 from the then Cross River State University was not given a commencement grant to date. According to Ebehikhalu and Dawam, (2016), this accounts for the poor physical facilities in the university and their inability to build up and effectively occupy the main campus. The result is serious encroachment on the university land by neighboring community. The existing accommodations initially designed for few students have become overstretched because of age and use. They are better demolished and new structures raised to meet the National University commission (NUC) requirement in terms of space

per staff and ratio per built up area. Some faculties are in temporary accommodation and are yet to be provided with their permanent accommodation. These faculties include Clinical Science and Basic Medical Sciences. There are no accommodations also for Faculties of Sciences, Arts, Social Sciences, Engineering, Environmental Studies, Education, Agriculture, Law, and Business Administration, School of Continuing Education, Post Graduate School at the Main Campus. Overall, the state of the facilities in University of Uyo is far from adequate both in number and quality. Most of the laboratory furnishings are dilapidated and relevant equipment are lacking. The few available equipment are not functional and obsolete. In some cases the laboratories double as lecture rooms. The library is not conducive for learning. It is poorly ventilated and with inadequate lighting, overcrowded and stuffy. At the main campus, there was only one central, inadequately equipped engineering workshop for eight programmes. The campus is overcrowded with a high density of activities and the land is threatened by very deep gully erosion. The university is not connected with water supply. Only two bore holes are currently functional. The medical center has twenty one (21) bed space capacities for students, staff and their families and neighboring communities. The power supply is highly irregular.

Adekunle Ajasin University, Akungba located in the South West Nigeria is beset with the challenges of inadequate infrastructural facilities. Ebehikhalu and Dawam, (2016) observed that the university suffers from critical shortage of class rooms, lecture theaters, laboratories, offices, student's hostels and other physical facilities. This explains the overcrowding and absence of space which is common in almost all the lecture rooms, laboratories, hostels and other buildings. Many lecturers either share or lack offices. The Computer Center in The Department of Computer Science has only 90 seats for three hundred and fifteen (315) students. Similarly, there are 50 seats for three hundred and fifteen (315) students. Similarly, there are fifty (50) seats for four hundred (400) Geology students. It is evident that physical facilities at the university are grossly inadequate. The university is in dire need of new and fully equipped Laboratories in The Departments of Physics, Chemistry, Geology, Micro Biology, Computer Science, Biochemistry and Environmental Biology if standards are to be met. Learning resources i.e. machines, equipment, library services, books journals and so on, are generally unavailable, inadequate or outdated. Machines and equipment in laboratories and workshops are obsolete and even so, not functional. The university needs almost all resources for teaching and learning. The university library does not have current books, journals, and periodicals. There is near absence of students' hostels and absence of staff quarters on campus. The living condition of the students is precarious. Basic municipal facilities like water, electricity, transportation, market etc. are either lacking or highly inadequate in the University. Currently, the University relies heavily on the epileptic national grid for its electricity needs. The University relies on water tankers to meet the daily water needs of its community.

Ogunode & Ishaya, (2021) observed that inadequate infrastructural facilities is a major problem facing the administration of political science programme in majorities of Nigerian public universities. Majorities of political science departments in the Nigerian public universities are facing the problem of inadequate facilities. The academic staff, not only academic staff but also political science students are faced with the problems of shortage of infrastructural facilities.

3.1. Causes of Shortage of Infrastructural Facilities in Nigerian Public Universities

There are many challenges responsible for shortage of infrastructural facilities in Nigerian public universities. Some of the factors include: inadequate funding, corruption, increase in population, poor infrastructural planning, poor maintenance culture and uncompleted projects.

3.1.1. Inadequate Funding

Inadequate funding is a major problem responsible inadequate infrastructural facilities in the Nigerian public universities. The budgetary allocation released by the federal and state government the administration of public universities in Nigeria is inadequate and this is affecting the infrastructural development of the universities across the country. Ebehikhalu and Dawam, (2016) observed that the abysmal state teaching and learning infrastructure in Nigerian Universities is a consequence of the financial imbroglio in the nation's ivory tower, due to government refusal to accord the university its pride of place in terms of funding, and the high level of corruption in the management of universities' resources. Nigerian universities have been grossly underfunded and the consequence of this has manifested in the deficiency of teaching and learning infrastructural facilities development in the universities. Udida, Bassey, Udofia, and Egbona, (2009) observes that the major issue in educational development is shortage of funds. One of the most serious problems threatening the survival of the educational systems is that of dwindling level of public funding in the face of rising demands and hence rising cost of higher education. This shortage of funds affects job performance and the growth of the institution. Higher educational institutions cannot perform optimally without funding. This situation calls for increased fund initiative from both the government and educational stakeholders so as to sustain the tempo and growth of education industry. The inability of the Nigerian government to objectively accept and implement the 26% funding formula for education recommended by the UNESCO impact negatively on the performance and sustainability of higher education. Thus, it has become obvious that Nigeria's neglect of the funding formula is detrimental to higher educational institution performance and development aspiration as quality performance is the veritable instrument for sustenance of education system. This neglect has further precipitated crises in the entire higher educational systems as effective teaching, research and service are no longer taking place seriously. (NOUN, 2009) Inadequate and dwindling budget allocation to tertiary institutions is also a remote factor that put physical plants in poor condition. The allocation collected in most cases is meant for recurrent expenses. Some institutions have to augment funds received from government with internally generated revenue (IGR). This prevents institutions concerned from embarking on capital projects.

3.1.2. Corruption

Corruption in the higher institutions especially in the public universities is another reason for the shortage of infrastructural facilities in majorities of the Nigerian public universities. The funds released for the provision of all forms of infrastructural facilities in the public universities are mismanaged, misappropriated and looted by some school administrators and managers. Ebehikhalu and Dawam, (2016) submits that many of the stakeholders in the university system in Nigeria are also responsible for the rot in the university system. ASUU has struggled to force the government to properly fund the universities, but these funds are poorly managed, embezzled and stolen. This high level of corruption is a practice common among the universities' administrators. The corrupt practices are similar to what obtains in the civil service and in the political world. The symptoms of these corrupt practices are manifested in the dilapidated, very substandard and poorly delivered buildings and other infrastructure. Majority of the universities' administrators have seen their positions as opportunity to amass wealth, caring more on how to enhance their financial wherewithal than protecting the integrity of the university system. Ahmodu and Sofoluwe, (2018) submitted that University administrators have been accused of financial scandals. From vice chancellors to bursars,

various officials of major Nigerian universities have been accused of corruption with some of them already being prosecuted. The recent prosecuted Universities are; Federal University of Agriculture Abeokuta (FUNAAB), Federal University of Technology Akure (FUTA), University of Calabar (UNICAL), ObafemiAwolowo University Ile-Ife (OAU) and University of Ibadan. The Vice Chancellors and Bursars have been accused of mismanaging funds which were part of the N100 billion released by the Federal Government in 2013 to universities in response to agitations by the Academic Staff Union of Universities (ASUU) for upgrade of facilities at the tertiary institutions in Nigeria (Telegraph News Paper, 2016).

3.1.3. Increase in Population

Increase in the population of students admitted into the various public universities in Nigeria yearly is also responsible for the inadequate infrastructural facilities. The numbers of students admitted into the public universities are more than the carrying capacity of the universities. Moja (2000) submitted that Demand for greater access to higher education continues unabated due to its social benefit, especially in a society in which social mobility depends largely on the level of education acquired. Nigerian higher education institutions operate at a higher capacity than they were originally established for, yet the demand for access continues to rise. Noun (2009) submitted that the increase in demand for tertiary education especially university education resulted in continuous increase in enrolment. Jaiyeoba and Atanda (2009) affirmed that the demand for university education has gone far beyond the supply. In 1960, there were 1,399 students in Nigeria's two universities (Ibadan and Nsukka). In 1961, the enrolment increased to 2,406 (Adesina, 1977) to 1.7 million students in 2020 across the universities in the Country. Eneh, Ngozi, (2009) also lamented that student enrolment grows with the national population, more staff are not recruited to match the rate of growth of the student enrolment. This leads to an unmanageable student-teacher ratio. At the University of Nigeria, Nsukka, for example, the Faculty of Law once recorded a 104:1 student-teacher ratio, as against the 29:1 student-teacher ratio recommended for the 2002/2003 session. Consequently, the quality of education or learning and teaching dwindles because the increase in student enrolment does not receive a corresponding increase in material and staff inputs, but rather battles with decaying infrastructure and dwindling inputs. The government made a budget of US\$362 per student in the year 2000, as against US\$1,000 minimum recommended unit cost per student per annum. Noun (2009) opined the demand for access is much higher than the system's physical capacity to accommodate students. The enrolment increases without any appreciable addition to the institutions infrastructure. The resultant effect would eventually be inadequacy of infrastructural facilities and some other resource.

3.1.4. Poor Infrastructural facilities planning

Poor infrastructural facilities planning and projection is another problem responsible for the inadequacies of infrastructural facilities in majorities of Nigerian public universities. Ogunode, Yiolokun and Akeredolu, (2019) observes that lack of a sound strategic plan is one of the major challenges confronting the Nigerian Universities. Many Nigerian Universities do not have plans that cover the unit level, the department level, and other sectors of the institution. There is no driving mission, vision, and goals at the various units of the Nigerian Universities. Some of the Universities are not coordinated and unorganized because of no strategic plan that guides their activities. In addition, there are no strategic plans in the following areas of the Universities like curriculum development, student's enrolment projection, manpower planning and development, Universities infrastructural facilities, Universities finance management.

3.1.5. Poor Maintenance Culture

Poor maintenance culture among the stakeholders in the public universities is a major factor responsible for the shortage of inadequate infrastructural facilities in the Nigerian public universities. Many infrastructural facilities in the public universities are been mismanaged and damaged by students and staffers. There is great wastage of educational resources in the universities. (Noun 2009) opines that lack of maintenance culture among stakeholders in institutions of higher learning is another factor reducing physical plants to nothingness. The abuse of toilet facilities, classrooms and some other facilities in schools is worthy of mentioning here.

Maintenance departments in most institutions of learning are handicap. There are inadequate staff and tools for maintenance work. Some facilities that require minor repairs get spoilt beyond what could be repaired because of negligence. Moja (2000) observed that the existing buildings are in a state of decay due to lack of maintenance and repair. The present conditions of buildings impact negatively on the quality of education offered. Such conditions have encouraged a brain drain of teaching and administrative personnel out of education to other sectors of the economy or out of the country. Dilapidated school environments contribute to the high dropout of learners from school. The amount of funding needed for new buildings is high and the estimated cost of the rehabilitation of the existing infrastructure is even higher.

3.1.6. Uncompleted Projects

The number of uncompleted projects in Nigerian public universities is another factor responsible for the shortage of infrastructural facilities in the public universities across the country. There are many abandoned infrastructural facilities projects such as lecture halls, libraries, laboratories, administrative and ICT facilities in many public universities in Nigeria. Ololube, (2016) and ASUU, (2016) out of the 701 development projects in Nigeria universities, 163(23.3%) are abandoned and 538(76.7%) are perpetually under on-going projects. Some of the abandoned projects in Nigerian universities are over fifteen years old and some are over forty years old. 76% of Nigerian universities use well as source of water, 45% use pit latrines and 67% of students use bush as toilets. All the aforementioned reasons that were advanced by ASUU are as a result of misappropriation of the funds marked for the execution of the projects.

3.2. Effects of Inadequate Infrastructural Facilities in Nigerian Public Universities

The following are the effects of inadequate infrastructural facilities in the Nigerian public universities include: poor academic performance of students, poor performance of academic staff and non-academic staff and poor quality of education.

3.2.1. Poor Academic Performance of Students

Poor academic performance of students in many Nigerian public universities have been linked to the problem of shortage of infrastructural facilities. Udida, Bassey, Udofia, & Egbona (2009) submitted that the lack of adequate infrastructures in our higher education has posed serious setback in the achievement of higher education goals. In institution where there are no adequate classrooms, resource rooms, staff rooms, lack of laboratory facilities, computers and the like; proper teaching and learning cannot be effective and efficient in the system. (Udida, Bassey, Udofia, & Egbona. 2009) cited Salisu (2001) in her study of influence of school physical resources on students' academic performance concludes that, there is significant difference in the academic performance of students in institutions with adequate facilities and those with inadequate facilities. The lack of good buildings or

funds to rehabilitate collapsed structures poses threat to the system performance and its sustainability hence education to some extent is falling due to low standard. (Adejomo, 2017) The paper underscores the infrastructural facility and the student's academic performance in AdekunleAjasin University, AkungbaAkoko, Ondo State, Nigeria. Thirty questionnaires were administered through a systematic sampling technique in each of the six faculties making a total of 180 questionnaires. The paper has found out a positive relationship between the student's academic performance, power supply and health facilities. However, the internet facilities and transportation facilities were not adequate, whereas water supply was adequate. A test of the impact of infrastructural facility on the student's academic performance, using a Chi Square statistical technique revealed a significant value of 177.1 at 0.05 % level. Likoko, Mutsotso and Nasongo (2013) have that lack of adequate physical facilities for teaching and learning have negative effect on the quality of graduates produced. They are of the opinion that these facilities are educational inputs that have strong relationship with high academic performance of students. Adedipe (2007) noted that inadequacy of physical resources translate to poor results or poor products. Noun (2009) observed that inadequate classroom is another thorny issue resulting from the unplanned student population. In addition, laboratories designed to hold a few students are now used for hundreds of students. This leads to over-utilization of resources in the laboratories and poor supervision. The quality of instruction is compromised.

3.2.2. Poor Performance of Academic Staff and Non-academic Staff

Inadequate infrastructural facilities is another major factor responsible for poor performance of academic staff and non-academic staff. Noun (2009) observed that there are other administrative problems associated with shortage of classroom. These include unconducive teaching-learning process, difficulty in individualizing instruction by the teachers and encouragement of abnormal behaviour from the learners and above all, misplacement of school objectives could be a repercussion. Noun (2009) submitted that the office accommodation is inadequate in all tertiary institutions. About three to four lecturers share offices in some of the institutions (some of which are prefabricated buildings). The offices are not comfortable, and hence hinder effective performance of staff, especially the teaching (academic) staff.

3.2.3. Poor Quality of Education

Shortage of infrastructural facilities is a very big problem responsible for poor quality of education in Nigeria especially the public universities. Ebehikhalu&Dawam (2016) concludes that the impact of the foregoing to driving innovations and development is that when university's education is not adequately funded, the foundations of such education are weak; consequently, the products of such educational system are generally weak intellectually. Inadequate resources and lack of physical facilities which consistently characterize the universities invariably affect the quality of output they produce. They are the factors that account for the decline in the quality of university output in Nigeria.

4. Ways Forward

Infrastructural facilities is an important input in the educational system. It will be difficult, if not impossible to realize laudable educational objectives without a functional and adequate infrastructural facilities in universities. Based on this premise, these suggestions are made to solve infrastructural facilities problems in public universities:

1. The government should increase the funding of public universities and more funds should be make available for the rehabilitation of existing facilities.

2. Government should intensify efforts in providing more physical facilities. Corporate bodies, philanthropists and alumni associations should assist in the provision of these facilities to aid effective teaching learning activities.
3. There is need for a serious expansion of physical facilities and equipment to meet the increasing student population.
4. There is need to take serious look at the maintenance culture, which is lacking in Nigeria, as this will go a long way to reduce the rate of decay of the existing facilities.
5. Institutional corruption in the educational institutions is one of the major factor responsible for the poor quality of education in Nigeria. The government should use all it anticorruption institutions in the country to fight corruption in the ministry of education so that funds budgeted for capital and recurrent services can be effectively used for the implementation of the projects and programme in the educational sectors.

5. Conclusion

In conclusion, public universities in Nigeria are owned and controlled by the government. The public universities were established to provide post-secondary school education for Nigerian. Public universities in Nigeria are plagued with the problems of inadequate infrastructural facilities. The paper identified inadequate funding, corruption, increase in population, poor infrastructural planning, poor maintenance culture and uncompleted projects as the causes of shortage of inadequate infrastructural facilities in Nigerian public universities. The paper also identified poor academic performance of students, poor performance of academic staff and non-academic staff and poor quality of education as the effects of inadequate infrastructural facilities in Nigerian public universities. To solve these problems identified, the paper recommended that the government should increase the funding of public universities and more funds should be make available for the rehabilitation of existing facilities.

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