

| Research Article



Psychological Implication of Infrastructure Facilities Shortage on Tertiary Education in Nigeria

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Abstract: This paper discussed the psychological implication of infrastructure facilities shortage in tertiary education in Nigeria. The paper used secondary data that were collected from print and online publications. Adopting content analysis and elimination methods that were used for data selection. The paper identified poor funding, uncompleted infrastructure facilities projects, corruption, poor infrastructural facilities planning and forecasting as factors responsible for shortage of infrastructure facilities in the Nigerian tertiary institutions. Poor students' academic performance, poor staff job performance, low morale of academic staff and improper implementation of teaching, research and community service programme were concluded as the psychological implication of infrastructure facilities shortage in tertiary education in Nigeria. Based on these discoveries, the paper hereby recommended that that federal and state government should increase the funding of tertiary institutions in Nigeria. Tertiary institutions mergers should embrace the option of private, public partnership in developing their infrastructure facilities. Tertiary institutions mergers should seek the support of alumni association and other private institutions for their facilities development. Effective monitoring and evaluation system should be institutionalized in all tertiary institutions to monitor funds release for facilities development.

Keywords: Infrastructure facilities, Tertiary institutions



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INTRODUCTION

Shortage of infrastructure facilities in the tertiary institutions has affected the implementation of academic programme and also hampered the development of the system (Ogunode, Cletus, & Christiana, 2024). Higher institution in Nigeria are faced with the problem of inadequate infrastructure facilities (Elazeh 2023; Ifeyinwa & Okemute 2023). Facilities in the tertiary institutions across the country are in short supply (Ogunode, Akin-Ibidiran & Ibidiran 2022). Ogunode & Jegede, (2021) sated that many public universities in Nigeria do not have adequate lecture halls, laboratories and offices for both students and academic staff. Many academic and non-academic staff do not have offices and para-venture they have, one office is been shared by five to six lecturers. One major challenge in the public universities in Nigeria is the problem of shortage of facilities (Ogunode 2020).

In 2019 and 2018, Daniel-Kalio, and Odum, Anastashia & Solomon concluded that shortage of facilities is one of the factors responsible for strike actions. In 2017 and 2016 respectively, Peter and Ojo agreed that higher institutions in Nigeria are faced with the challenge of adequate infrastructure facilities. The finding of Sajuyigbe *et al.* (2015), revealed that lack of infrastructure is one of the stressors facing the academic staff of the university. Also, a finding of a study by Egu *et al.* (2014), in South-eastern, Nigeria, Ihebereme (2011) and Tarver (2007), revealed that inadequate provision of good housing facilities for staff and highly insecure with low pay that improves only slowly with the years are the major stressors among respondents. Ekundayo and Kolawole (2013), further revealed that 86.10% and 78.90% of the respondents agreed that poor working conditions and inadequate physical facilities in schools respectively are primary stressors among teachers in Ekiti State. Ukwayi *et al.* (2013), which revealed that high cost of living and inadequate facilities were the major causes of stress among academic staff of tertiary institutions in the State.

Studies have reported that infrastructural resources required for production of effective education process is in short supply in Nigerian universities. Lecture halls, laboratories, students' hostels, library spaces are grossly inadequate. The available few are fast dilapidating. National Universities Commission (2004) in the communiqué of the presidential visitation panel that looked into the operations of federal universities between 1999 and 2003 reported that physical facilities at the universities were in deplorable condition. It is saddening to note that the equipment for research, teaching and learning are either lacking or very inadequate and in a bad shape to permit the universities the freedom of embarking on the basic functions of academics. There are no facilities for effective practical learning for the students in most courses, especially in the universities of Technology, which require a lot of intensive training in terms of students' usage of their psychomotor skills and hi-tech equipment (Fadipe, 2009). It is important to critically examine the various factors responsible for shortage of infrastructure facilities in the Nigerian tertiary institutions.

Purpose of the study

In specific, the paper aimed to find out;

1. Factors responsible for shortage of infrastructure facilities in the Nigerian tertiary institutions; and
2. Find out the psychological implication of infrastructure facilities shortage in tertiary education in Nigeria

Research Questions

The following are the research questions formulated for the study

1. What are the factors responsible for shortage of infrastructure facilities?
2. What are the psychological implication of infrastructure facilities shortage in tertiary education?

Literature Review

Concept of Tertiary Education

Tertiary institutions encompass diverse institutions of higher learning that extend beyond universities. Tertiary institutions are a micro section of the larger society. Tertiary institutions are an organized fraction of the whole society carved out for teaching programmes, research and provision of community service. The tertiary institutions can also be seen as a subset of the general society that is made of the collection of different people, different cultures, different lifestyles and different values (Ogunode and Odo 2023) while tertiary institutions have been defined by Ogunode, Edinoh and Okolie (2023) as a planned and organized educational system designed for the total development of man/woman and the total transformation of society through the utilization of teaching, research and provision of community service. Tertiary education can also be viewed as post-basic and secondary school education that embraces advanced teaching, research and community service.

Tertiary education or higher education covers a wider range of higher learning institutions including the university. These higher learning institutions could be organized in different ways, commonly within a university and in a separate institution as university and other tertiary learning institutions (Alemu 2018). Tertiary education is the education given after Post Basic Education in institutions. It encompasses institutions like universities, Inter-University Centres (e.g., Nigeria French Language Village, Nigeria Arabic Language Village), Innovation Enterprise Institutions (IEIs), Colleges of Education, Monotechnic, Polytechnics, and specialized entities like Colleges of Agriculture, Schools of Health and Technology, and the National Teachers' Institutes (NTI) (FGN National Policy on Education 2013).

The goals of tertiary institutions shall be to: contribute to national development through high-level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high-quality career counselling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction (FGN National Policy on Education 2013). The other goals or objectives of tertiary institutions include; aiding the production of manpower; ensuring national unity; ensuring technological development; fostering national unity and international peace; increasing production through research; providing post-secondary school education; to prepare students with quality knowledge and reliable skills for independent living and the world of work. The cardinal programmes of tertiary institutions globally include; teaching programmes, research and provision of community service. Tertiary institutions are established to solve the societal problems (Ogunode, et al 2023). The realization of the tertiary institution goals and objectives depend on the availability of adequate human and materials resources such as infrastructure facilities.

Concept of infrastructure facilities

School infrastructural facilities refer to 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 & Agwor 2021).

Infrastructure facilities or School plant and facilities are the material resources provided for staff and students to optimize their productivity in teaching and learning process. The realization that the transfer of knowledge does not only take place in the four walls of the classroom from teacher to students but rather that, learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching and learning facilities that reflect these changes (Asiabaka, 2008). Infrastructure facilities or school plant and facilities as “engines of growth in learning” which support the teacher and the learner for effective and efficient teaching and learning for the attainment of goals and objectives of education (Wunti, 2014).

The concept of infrastructure facilities or school plant and facilities according to Peretomode, (2005) are “those things of education” which enable a skilful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. This definition failed to provide basis for distinguishing school and plant facilities from human resources. The „things of education” is a wider scope, because „things of education” is much more than school plant and facilities in educational circle, for it included the administrators, teachers, non-teaching staff and even the stakeholders of education who are not in any way school plant and facilities. Also, educational facilities are non-human and non-financial resources that comprise movable and immovable materials that enhance teaching and learning (Abdulkareem 2000).

Asiabaka, (2008) noted that, school facilities constitute the major components of both direct and indirect elements in the environment of learning. According to him, the school plant and facilities are materials designed to serve specific purposes. She suggested the followings as the need for plant and facilities in schools, to provide opportunity for the firsthand experience, for experimentation and demonstration; for specific investigation, to provide diversity of thought; for observation and inquiry for development of scientific attitudes and skills, to protect the individual, provide comfort and to illustrate concepts.

Ogunode & Agwor (2021) outlined the importance of infrastructural facilities in educational institutions include:

- i. It aids effective delivery of administrative functions in schools;
- ii. It makes the delivery of services fast and reliable;
- iii. It enables teachers to deliver lessons fast;
- iv. Infrastructural facilities provide a conducive working environment for both teachers and students;
- v. Infrastructural facilities enable learners to learn at ease and learn well;
- vi. Infrastructural facilities enable the teachers to teach well, prepare their lessons, and deliver them online (ICT). The importance of school infrastructural facilities in the realization of educational goals cannot be underestimated. School facilities aid the delivery of the teaching and learning process in the schools. The school offices provide a conducive working environment for teachers, the classrooms help the learners to learn while the school fence protects students, the teachers, and school administrators from criminals. The school plant protects the entire human resources from the sun, rain, heat cold, and snow (Ogunode & Agwor (2021). Facilities and equipment include electric supply, internet services, office accommodation, office seats and tables, instructional tools, convenient room, water supply and many others. When these facilities or equipment are in short supply, the situation becomes a stressor to the teaching staff in the tertiary institutions (Ezenkiri, Hamisu, Ugoma & Francis, 2021).

Method

The objective of this article is to discuss the psychological implication of infrastructure facilities shortage in tertiary education in Nigeria. The researchers used secondary data. The researcher relies on published

secondary data from reputable sources including review of published articles from reputable international journals such as CEON, Elsevier, Hindawi, JSTOR, IEEE, LearnTechlib SAGE, Nebraska and Springer amongst others. This work used Content Analysis and elimination method in the selection and analysis of papers, journal and abstract used for the article. The design adopted for this article was to show understanding of psychological implication of infrastructure facilities shortage in tertiary education in Nigeria and ways to solve the challenges. This study employed content analysis method by selecting the relevant content of the various literatures related to this study; and the literature review enable the overall development of the study, which ordinarily centered on theoretical and conceptual exploration (Adapted from Ogunode & Ajape 2021).

Discussion

Factors Responsible for shortage of infrastructure facilities

Q1: What are the factors responsible for shortage of infrastructure facilities?

Poor Funding

Inadequate funding is a major problem responsible inadequate infrastructural facility 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 (Atobauka & Ogunode 2021). 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 (Ebehikhalu and Dawam, 2016). Nggada (2008) observed that, the education sector has been subjected to chronic under-funding and budgeting discrimination leading to a steady deterioration of standards as dwindling resources have spread far and wide in the education system. Popoola (2006), expressed that the state of our public schools is growing worse by the existence of large class size. He attributed this problem to inadequate funding which leaves more to desire in the quest for quality education in Nigerian schools.

Uncompleted Infrastructure facilities 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 (Atobauka & Ogunode 2021). 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.

Corruption

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 (Ebehikhalu and Dawam 2016). 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 (Ayeni & Nwaorgu, 2018).

Poor Infrastructural facilities planning and forecasting

Poor infrastructural facilities planning and projection is another problem responsible for the inadequacies of infrastructural facilities in majorities of Nigerian public universities (Atobauka & Ogunode 2021). The 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 (Ogunode, Yiolokun & Akeredolu 2019).

Psychological implication of infrastructure facilities shortage in tertiary education

Q2. What are the psychological implications of infrastructure facilities shortage in tertiary education?

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. Likoko, Mutsotso and Nasongo (2013) concluded that lack of adequate physical facilities for teaching and learning have negative effect on the quality of graduates produced. They are of the opinions that these facilities are educational inputs that have strong relationship with high academic performance of students. Adedipe, (2007) noted that inadequacy of physical resources translates to poor results or poor products.

Poor staff Performance

Academic staff job performance is the total performance of teaching, researching and community services responsibilities an academic staff as carried out and still carrying in the institutions that are employed at a particular time. Academic staff job performance is the general record of tasks carried out by an academic staff to be compared to the assigned responsibilities and functions given to them (Ogunode & Eimuhi 2023). There is positive relationship between job performance of lecturers and availability of adequate facilities (Adewale, Ghavifekr & Abdulsalam, 2017). Shortage of facilities affects job performance of academic staff. Inadequate facilities frustrate effective implementation of teaching and research programme. The finding of a study by Ekundayo and Kolawole (2013), revealed that 23.9% of the respondents used alcoholic drinks to get relieved from school facilities/equipment challenges most often which led them to stress. The finding of Arusiosi *et al.* (2004), revealed that 17.1% of the respondents indicated that an unorganized workplace precipitated stress in them. The findings of Egu, Ogbonna, Obike and Obiuto (2014), who worked on managing stress among lecturers in polytechnics of Southeast, Nigeria, revealed among others that poor teaching and laboratory tools are real stressors among teaching-staff in the university, hence lack of teaching facilities recorded mean of 3.10, poorly equipped laboratory/technical workshop had mean of 2.90, overstretched class enrolment had mean of 2.90 and the need to meet-up with departmental deadline pooled mean of 3.50, while poor office accommodation generated a mean of 3.50. Stuffy lecture rooms with poor seating arrangement for students scored the mean of 3.40.

Lack of Motivation for staff

Shortage of infrastructure facilities demotivates both academic staff and non-academic staff in the tertiary institutions. Finding of a study by Uche (2007), on globalization and higher education in Southern-Nigeria, revealed that teaching was a stressor to the academic staff looking at the shortage of facilities, students' population explosion on campuses and some innovations recently introduced in the polytechnics especially in the area of Computer Science and Entrepreneurship. Inadequate infrastructure facilities and unconducive work environment discourages lecturers from putting their best into the academic service (Ogbogu, 2017). Lack of infrastructural facilities is a factor that brings about low morale to many academic staff in the Nigerian universities. Many federal and state universities are facing shortage of infrastructural facilities (Yahaya, Jamari, Mustapha, Abubakar & Inuwa, 2019; Okebukola, 2018).

Improper implementation of teaching, research and community service programme

Shortage of infrastructure facilities affects implementation of teaching, research and community service programme. All tertiary institutions programme needs adequate infrastructure facilities for effective execution in the classrooms or laboratories. Infrastructure facilities in short supply affects teaching and learning programme and also

mitigate against effective implementation of research and community service programme (Ogunode & Ibrahim, 2024). Oyedeji (2012) observed that there is a close significant relationship between the infrastructural development and goals achievement variables of the tertiary institutions like; research publications, students' academic performance, lecturers job performance, school discipline and community services. Ukozor & Ogunode (2022) noted that adequacy of physical resources translates to good results or quality products. Bello (2011) discovered that there is positive relationship between the student's academic performance, power supply and health facilities.

Findings

The paper revealed that poor funding, uncompleted infrastructure facilities projects, corruption, poor infrastructural facilities planning and forecasting as factors responsible for shortage of infrastructure facilities in the Nigerian tertiary institutions. Poor students' academic performance, poor staff job performance, low morale of academic staff, improper implementation of teaching, research and community service programme were identified as the psychological implication of infrastructure facilities shortage in tertiary education in Nigeria.

Conclusion and Recommendations

This paper examines the psychological implication of infrastructure facilities shortage in tertiary education in Nigeria. The paper identified poor funding, uncompleted infrastructure facilities projects, corruption, poor infrastructural facilities planning and forecasting as factors responsible for shortage of infrastructure facilities in the Nigerian tertiary institutions. Poor students' academic performance, poor staff job performance, low morale of academic staff, improper implementation of teaching, research and community service programme were concluded as the psychological implication of infrastructure facilities shortage in tertiary education in Nigeria.

Based on these discoveries, the paper hereby recommended that that federal and state government should increase the funding of tertiary institutions in Nigeria. Tertiary institutions mergers should embrace the option of private, public partnership in developing their infrastructure facilities. Tertiary institutions mergers should seek the support of alumni association and other private institutions for their facilities development. Effective monitoring and evaluation system should be institutionalized in all tertiary institutions to monitor funds release for facilities development.

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