



Assessing the state of infrastructural facilities in the Nigeria's tertiary institutions and student's academic performance

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Abstract

Education has for long been recognized as a panacea for nations' ills. This is especially true of higher education. A good higher education system is required for the overall prosperity of a nation and the quality of output (graduates) is a function of infrastructure that determines the students' academic performance and their motivation to learn. Therefore, infrastructure is among the important operational inputs into any instructional programme. It constitutes elements that are necessary for teaching and learning; and is vital in the development of qualitative tertiary education. Generally, it is a basic assumption that tertiary institutions are, by definition and long-established tradition, meant to be places where all learning activities are governed by creative skepticism, constant questioning, disputations and argumentation. The National Policy on Education (2004) relates the relevance of tertiary institutions to: contributing to national development through training high level manpower; developing and inculcating proper values for the survival of the individual and society; among others. Therefore, if quality is to be ensured in the nation's tertiary institutions, the infrastructural base of the system needs to be improved upon. However, in Nigeria, tremendous growth in the higher education sector has made the administration of higher education institutions complex. Overshooting the carrying capacity of most Nigerian tertiary institutions is foiling the realization of these objectives. It is no longer news that the Nigerian educational system, due to an unwholesome combination of neglect and mismanagement, has fallen over the years into a squalid state of disrepair. An average public tertiary institution in Nigeria lacks basic infrastructure like regular water supply, electricity, accommodation and well-equipped libraries. In most instances, the toilets that serve the students are in bad shape, as many do not have running water and the situation is the same in most of the tertiary institutions across Nigeria. It is based on this backbone; the paper was designed to assess the state of infrastructural facilities in Nigeria tertiary institutions as well as students' academic performance. The study adopted the ex-post-facto research design and secondary source of data collection was adopted. Data were collated from various sources including; National Bureau of Statistics (NBS); government gazettes, policy document, bulletin, magazines, journals, newspapers, articles, and relevant textbooks, materials from internet, term papers, and archival documents on the subject area while content analysis was used in analyzing the data. The paper was divided into five segments including the introductory part. Part two is the review of related literature and segment three dwelled on the state of infrastructure in Nigeria tertiary institutions. Segment four dissected on the state of infrastructure in Nigeria tertiary institutions and students' academic performance and part five, the final section dealt with conclusion and suggestions.

Keywords: academic, learning, infrastructure, institution

Introduction

Education has for long been recognized as a panacea for nations' ills. This is especially true of higher education. A good higher education system is required for the overall prosperity of a nation. However, in Nigeria, tremendous growth in the higher education sector has made the administration of higher education institutions complex. As the pinnacle of the educational pyramid, the country's tertiary institutions have critical capacity building roles to play. Greater attention is being focused on quality assurance as a critical factor in ensuring educational relevance (Oni and Alade, 2010) ^[21]. Generally, it is a basic assumption that tertiary institutions are, by definition and long-established tradition, meant to be places where all learning activities are governed by creative skepticism, constant questioning, disputations and argumentation. The National Policy on Education (2004) relates the relevance of tertiary institutions to: contributing to national development through training high level

manpower; developing and inculcating proper values for the survival of the individual and society; developing the intellectual capability of individuals to understand and appreciate their local and external environments; acquiring both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society; promoting scholarship and community service; fostering national unity; and promoting national and international understanding and interaction.

Overshooting the carrying capacity of most Nigerian tertiary institutions is foiling the realization of these objectives. Adedipe (2007) ^[1] described carrying capacity as the maximum number of students that a university can sustain for quality education based on its human and material resources. Therefore, infrastructure is among the important operational inputs into any instructional programme. It constitutes elements that are necessary for teaching and learning; and is vital in the development of

qualitative tertiary education. Ejiogu (1997) ^[8] noted four important factors in an attempt to balance the qualitative and quantitative growth of the education system in Nigeria. These range from the quality and number of infrastructure (in forms of buildings, machinery and equipment) through the usage to maintenance of the infrastructure. It is no longer news that the Nigerian educational system, due to an unwholesome combination of neglect and mismanagement, has fallen over the years into a squalid state of disrepair. It is no longer news that while in saner societies throughout the world, the teaching profession is considered one of the most important jobs there could be, in Nigeria, teachers are about the most indigent, most derided lot in the polity. Bill Gates did not mince his words while addressing the now-defunct National Economic Council on March 22, 2018, on the need to invest more in health and education. OSBY ISIBOR, (2019) writes.

An average public tertiary institution in Nigeria lacks basic infrastructure like regular water supply, electricity, accommodation and well-equipped libraries. In most instances, the toilets that serve the students are in bad shape, as many do not have running water. The situation is the same in most of the tertiary institutions across Nigeria.

Okebukola (2005) ^[19] pointed out that the stress put on the tertiary institutions in terms of demand and the limited expansion in physical facilities and academic staff to cater for this demand has taken a great toll on the quality of programmes in the institutions. Subair (2011) ^[27] thus submitted that the quality of output (graduates) is a function of infrastructure that determines the students' learning environment and their motivation to learn. Therefore, if quality is to be ensured in the nation's universities, the infrastructural base of the system needs to be improved upon. Studies have reported that infrastructural resources required for production of effective education process is in short supply in Nigerian tertiary institutions, ranging from Lecture halls, laboratories, students' hostels, library spaces are grossly inadequate. The available few are fast dilapidating. 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 tertiary institutions the freedom of embarking on the basic functions of academics. There are no facilities for effective practical learning for the students in most courses, in Nigeria. With the remarkable increase in the number of and enrolments, it becomes worrisome that the tremendous increase in placement may not correspond to the state of available physical infrastructure. By implication, Nigerian tertiary institutions are under the siege of decay. To this end, this paper is considered relevant to add to the existing literature in finding out the state of infrastructure in the Nigeria tertiary institutions and its consequential effects on the student's academic performance for national development.

Literature review

A survey of literature shows that several concepts have been used to explain infrastructure. Among such concepts are the "school plant", "learning resources", "physical resources" and "educational resources", to mention but a few (Subair, 2008; Ehiametalor, 2001) ^[26, 7]. In specific terms, Ehiametalor (2001) ^[7] described infrastructure as the operational inputs of every

instructional programme and constitutes elements that are necessary for teaching and learning. Such include buildings, laboratories, machinery, furniture and electrical fixtures. These must be functional in relation to other aspects of the community, such as health centres, libraries, and good roads and must be large enough to allow for expansion as enrolments expand. In the same vein, Osagie (2003) opines that infrastructure represents the aesthetic picture of the school conveyed by the position of structures in relation to one another. It also represents the empirical relevance of the totality of the school environment for the realization of the school business (teaching/learning). Infrastructure is normally viewed as the physical assets that are defined as fundamental facilities and systems serving country, city, or area, as transportation and communication systems, power plants, and schools (Na and Raksakulthai, 2006; Oyedele, 2012) ^[16, 24]. Infrastructure systems such as water supply and sanitation, solid waste and wastewater, power, and transport form the backbone of the economy (Familoni, 2000) ^[9] as they provide social as well as economic. There are two types of infrastructure, "Hard and Soft" infrastructure. Hard refers to the large physical networks necessary for the functioning of a modern industrial nation, whereas "soft" infrastructure refers to all the institutions which are required to maintain the economic, health, and cultural and social standards of a country, such as the financial system, the education system, the health system, the governance system, and judiciary system, as well as security (Kumar, 2005).

Performance is defined as the observable or measurable behaviour of a person in a particular situation usually experimental situation (Simpson and Weiner, 1989). This means that performance measures the aspect of behaviour that can be observed at a specific period. To determine performance, a performance test is conducted. Singer (1981) defined performance test as the type of mental test in which the subject is asked to do something rather than to say something. Performance test is the type of test which throws light on the ability to deal with things rather than symbols (Drever, 1981). In relation to educational research, academic performance of a student can be regarded as the observable and measurable behaviour of a student in a particular situation. For example, the academic performance of a student in social studies includes observable and measurable behaviour of a student at any point in time during a course. In social studies students' academic performance consists of his scores at any particular time obtained from a teacher-made test. Therefore, we can equate academic performance with the observed behavior or expectation of achieving a specific statement of educational intention in a research. Academic performance of students consists of scores obtained from teacher-made test, first term examination, mid-semester test. And so on. It has been argued by many scholars that student's performance is outcome of some fundamental variables such as school infrastructures, adequate funding as well as student's teacher ratio among others.

State of Infrastructure in Nigeria Tertiary Institutions

As recent as the mid-1990s, Nigerian universities, especially the first-generation ones, attracted students from Cameroun, South-Africa, Kenya and Ghana, among others, as well as foreign lecturers. Today, the reverse is the case. Apart from lecturers, in large numbers, leaving Nigeria for greener pastures in what has come to be referred as 'brain drain,' thousands of students are

also leaving the country to study abroad even in neighboring countries like Ghana and Benin Republic. The current state of education in Nigeria even in this 21st century leaves much to be desired. There is a general neglect and decay of educational facilities at all levels of education in Nigeria occasioned by the long-standing culture of poor funding of education by successive governments in Nigeria. This situation prompted the comment in the editorial of the Guardian (2007, May, 25) that there must be something anti-intellectual about the policies and allocation of resources in our country especially under past military governments, sadly, the civilian administrations have not fared any better.

The Nigerian tertiary institutions of learning are far too ill-equipped to train and develop new graduates suitable for the 21st century, their products are mediocre. Analysis of the situation point to the extreme level of infrastructural as well as pedagogical deficiency in Nigerian tertiary institutions (Nwakanma, 2010) [17]. To say that the state of education at all levels in Nigeria is miserably poor is an understatement. Infrastructure is at abysmally low level, students are crowded in hostels and lecture rooms like animals, necessary equipment machinery and current journals are absent (The Nation, 2010, November, 23). While delivering his inaugural lecture titled, "What is Higher in Higher Education", Peretomode, (2010) [25], was emphatic in his submission that the library should be given priority in funding in tertiary institutions of learning. This is because, for the educational institution to be strong academically, the library which is the heart of the college or university must be strong. He noted that the top tertiary institutions in the world have strong libraries. For example, Harvard university library consists of 80 individual libraries and has over 15 million volumes of books thereby priding itself as the largest academic library in the world. This is the case with all the topmost universities in the world. Also, the University of California, Berkeley's library has 10 million volumes of books and 70,000 serial titles; Stanford university library has 8 million volumes of books and 19 libraries. However, in Africa, the University of Cape Town (South Africa) has one main library and 9 branch libraries containing 1.5 million volumes and over 27,000 journals titles. All these when compared with the situation in Nigeria where the premier university of Ibadan which was ranked 65th among universities in Africa has one million volumes of books, 60,000 journals and subscription to 20 databases, gives a rather gloomy and discouraging picture of the state of the other tertiary institutions in Nigeria as regards their libraries. Thus, if the present state of the tertiary institutions of learning in Nigeria is left unturned, Nigeria and Nigerians may not compete with other countries of world economically, technologically, politically and otherwise

The Director, Centre for Open, Distance and e-Learning, Federal University of Technology, Minna, Musa Aibinu, said, recently, that about 23,000 lecturers leave Africa every year with Nigeria accounting for the bulk of the number. Poor funding, and dilapidated infrastructure have been identified as the major reason for their outbound and this has inserted serious injuries on the learning institutions in Nigeria, especially tertiary education, which has led to frequent strikes by teaching and non-teaching staff since the early 1990s. Due to funding constraints, most of Nigeria's public universities are in deteriorating condition. And while efforts at increasing capacity by building new universities have generally been positives, they have also created issues

related to instructional quality. Nigeria's institutions and lecture halls are severely overcrowded, student to teacher ratios have skyrocketed, and faculty shortages are chronic. Lab facilities, libraries, dorms, and other university facilities are often described as in being in a state of decay. Due to shortage of hall for students accommodation, Nigeria had one of the worst lecturer-to-student ratios in the world.^[8] The University of Abuja and Lagos State University, for example, reportedly had lecturer to student ratios as high as 1:122 and 1:114 respectively^[9].

Going by the budget allocation to Nigeria education sectors, it is more glaring for anyone to deduce why Nigeria tertiary institutions has the worst infrastructure in the world. Indeed, the Federal Government's allocation to the education in the last 10 years has been miserable. Out of a budget of N55.19 trillion, only N3.90 trillion or 7.07 per cent (see table) was allocated to the sector. In 2009, the Federal Government allocated N221.19 billion (7.25 per cent) of its N3.049 trillion budget to education. The figure was reduced to 4.83 per cent in 2010 when education got N249.09 billion of the hefty N5.16 trillion appropriations. There was a marginal improvement in 2011 when education got N306.3 billion (6.16 per cent) of the N4.972 trillion budget. The marginal improvements continued in 2012 (8.20 per cent), 2013 (8.55 per cent), and 2014 (9.94 per cent) until 2015 (7.74 per cent) when a significant drop in allocation to education was recorded. In 2016, President Muhammadu Buhari's first full year in office, the sector had its second-worst allocation in 10 years when, of the N6.061 trillion budget, only N369.6 billion (6.10 per cent) was appropriated for education. However, there was a slight rise in 2017 (7.38 per cent) but went down in the 2018 N8.612 trillion, budget in which education got N605.8 billion or 7.03 per cent. The table below presented a clearer picture of how underfunded is Nigeria educational sector and its consequential effects on infrastructural development.

FG Budgetary allocation to education (2009-2018)			
Year	Budget	Educ Allocation	% of budget
2009	3.049 trn	N221.19 bn	7.25
2010	5.160 trn	N249.09 bn	4.83
2011	4.972 trn	N306.3 bn	6.16
2012	4.877 trn	N400.15 bn	8.20
2013	4.987 trn	N426.53 bn	8.55
2014	4.962 trn	N493 bn	9.94
2015	5.068 trn	N392.2 bn	7.74
2016	6.061 trn	N369.6 bn	6.10
2017	7.444 trn	N550 bn	7.38
2018	8.612 trn	N605.8 bn	7.03
Total	55.19 trn	N3.90	7.07

Source: National Bureau of Statistic, 2019

Fig 1

These lacks of sufficient, adequate infrastructural facilities in Nigeria tertiary institutions did not only denied her intake the right for plausible admissions but also overwhelmingly stunted, stagnate and pour an indelible doubt on its quality. It's thus worth noting that, in 2017, only one of Nigeria's universities was listed among the top 1,000 in international university rankings in the Times Higher Education Ranking—the University of Ibadan at 801. Universities from other African countries like South Africa, Ghana, and Uganda are ranked considerably higher. Currently, Nigeria has in total around 158 private and public universities,

and 115 polytechnics, colleges of education and mono-technics, with a capacity to carry 600,000 students. Unfortunately, none of the country's universities is ranked among the first 1,000 universities in the world, according to Webometrics Openness ranking, in the first half of 2018. Only the University of Nigeria Nsukka, UNN, (1433) and University of Ibadan, UI, (1613) are among the first 2,000 universities. Less than 50 Nigerian universities were ranked of which nine were among the first 2,500 and these includes– University of Ilorin, UNILORIN (2114); Covenant University, CU, (2161), Nnamdi Azikiwe University, NAU, (2173); University of Port Harcourt (2190); University of Lagos, UNILAG, (2243); University of Calabar, UNICAL, (2333); Federal University of Agriculture Abeokuta, FUNAAB, (2364), Ahmadu Bello University, ABU, (2372) and Obafemi Awolowo University, OAU, (2473). Although rankings are a notoriously poor proxy for university quality, they do provide the best relative guide available.

For many years, teaching and non-teaching unions in tertiary institutions have been complaining about poor funding, poor conditions of service and welfare, over which they have embarked on industrial actions on several occasions and almost on a yearly basis. Between 1992 and 2018, university lecturers went on strike 21 times, with the attendant adverse effects on education at the tertiary level in the country. The industrial actions were embarked on following the failure of government to implement agreements reached with the academic union. Between 1992 and 1999, there were seven strikes by the lecturers, including industrial strikes, trade dispute, internal strikes, and nationwide strikes, and between 2010 and 2018, there were 14 strikes.

Table 1: Timeline of ASUU Strikes

1999	Five months
2001	Three months
2002	Two weeks
2003/04	Six months
2005	Three days
2006	Seven days
2007	Three months
2008	Seven days
2009	Four months
2010	Five months, seven days
2011/2012	Three months
2013	Six months
2016	Seven days
2017	One month, six days
2018	Two weeks

These strikes and counter strikes are born out of many promises and unfulfilled promises by the federal government. The situation was so bad in 2013 such that, at a stage, lecturers at the three main levels of tertiary education – universities, polytechnics and colleges of education – were on strike for over six months. The effect of inadequate infrastructure is not only felt between the ASUU and federal government rather, it is felt even on the innocent students who are attempting to get enroll into the

Country tertiary institutions. According to Kazeem (2017), only one in four Nigerians applying to university get a spot. No fewer than one million students seeking admission through the Joint Admissions and Matriculation Board, JAMB, every year failed to get slots in tertiary institutions in Nigeria as the system cannot admit more than 600,000 in any given year. Every year, millions of Nigerian students get their hearts broken, not by their high school sweethearts, but by a failure to get into university. It will not always be because they did not study hard enough for entrance exams, instead, in many cases; it will be because there simply isn't enough room or better described enough infrastructures to accommodate all of them.

Due to the fact that population control, especially from the northern part of the country still remain a difficult task, number of registered students keep augmenting yearly why the infrastructural expansion failed to commiserate in that same respect. For instance, in 2013, 1,629,102 registered for UTME, in 2014, it was 1,606,753 and 1,000,400 in 2015. For 2016, a total of 1,589,175 registered, just as 1,736,571 and 1,662,762 registered in 2017 and 2018 respectively. New data from Nigeria's National Bureau of Statistics (NBS) and the Joint Admissions and Matriculation Board (JAMB) shows that between 2010 and 2015, of the 10 million applicants that sought entry into Nigerian tertiary institutions, only 26% gained admission. The most obvious reason for this deficit is the capacity of local tertiary institutions compared to growing student populations. In total, there are around 158 private and public universities in Nigeria, and 115 polytechnics, colleges of education and mono-technics, with a capacity to carry 600,000 students. For a country with 193 million people, 62% of them, within the age of 24 or younger, can't find admission into college. This, without much doubt has consequential effects on the country national development.

The fact is that virtually all the Nigeria tertiary institutions lacks the capacity to admit majority of the students, even haven passed the Joint Admission Matriculation examination as well as the secondary examination. Available statistics show that the approved capacity by the National Universities Commission, NUC, for each of the federal universities is between 7,000 and 15,000. There are some state and private universities whose capacities are between 1,000 and 4,000. This is imperative because the Quality Assurance Department of the NUC ensures that no university admits beyond its capacity. Many are of the opinion that increasing the carrying capacity of the existing universities by providing enough infrastructural facilities would automatically resolve these admission deficits. Assuming every student passed both WASSCE with UTME with distinctions, where are the admission spaces? Yearly, about 1.7 million candidates sit for the Unified Tertiary Matriculation Examination, UTME. Out of this figure, less than 700,000 are admitted both in public and private institutions. What this portends is that every year, Nigeria has a spillover of a million candidates without hope of tertiary education. The table below simplifies the saying that Nigeria tertiary institutions are bereaved of infrastructural facilities to accommodate its teeming youths for admission.

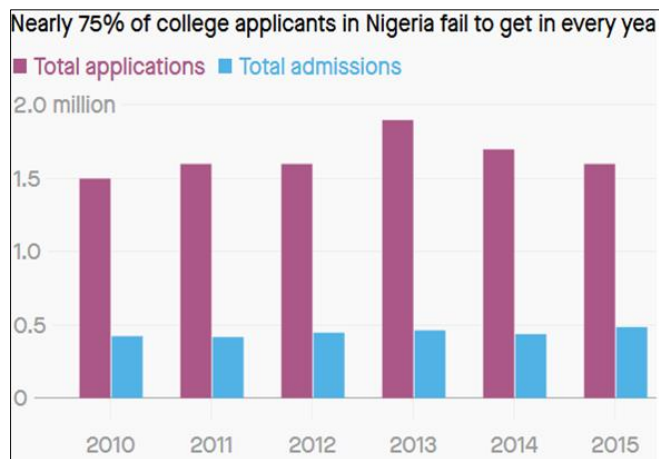


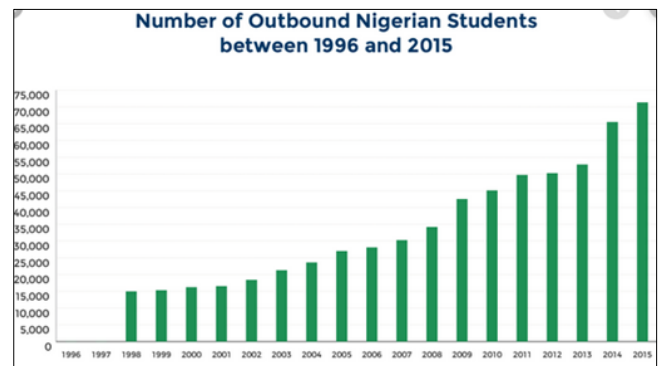
Fig 2

Given the lack of opportunities locally and total absent of commensurable infrastructure, some Nigerians opt for a foreign university degree, which can provide graduates with an edge in Nigeria’s competitive job market. But in a country where the minimum wage is only \$57 per month, many can’t afford to pay for expensive foreign degrees and this has made many Nigerians to indulge into different act of sourcing funds for their studies elsewhere. For instance, many Nigerians are trooping out of the country to seek further education to the detriment of the country’s tertiary institutions bad infrastructure amenities. An online media, InfoguideNigeria.com, outlined seven reasons Nigerians troop abroad for tertiary studies. They include lack of adequate infrastructural amenities and low quality of Nigerian higher institutions due to poor funding; incessant strikes; preference for foreign certificates; better job opportunities; advanced teaching methods; and opportunities to combine study with a job. As of February 2016, the Chairman Senate Committee on Tertiary Institution and Tertiary Education Trust Fund, TET Fund, Senator Binta Masi, said Nigeria was spending over \$2 billion (about N720 billion) annually as capital flight on education abroad.

It is mind-boggling that the UK remains the number one destination for Nigerian students who study abroad. According to UNESCO, in 2016, there were 17,973 Nigerians studying in UK universities. Meanwhile, Mr. Iain Steward, member of the British Parliament, said that their target was to ensure about 30,000 Nigerians are studying in UK universities by 2020. If that is the British contention, what is the target of our government for education of its citizenry? Following closely is Ghana which has 71,000 Nigerian students, with Nigerians paying about one billion dollars annually as fees. Lamido Sanusi, former CBN governor, said at a public lecture that although there are no comprehensive data on the number of Nigerian students abroad, recent data have shown that there are about 71,000 Nigerian students in Ghana paying about US\$1billion annually as tuition fees and upkeep, as against the annual budget of US\$751million for all Nigerian federal universities.

Nearer home, UNESCO on its part said that 13,919 Nigerian students studied in Ghana as at 2016, indicating a whopping 50 per cent rise from figures as at 2012. In the United States, in 2014, the United States Embassy noted that 7,318 Nigerian students were studying in more than 700 universities and colleges in that country. The Malaysian Government is not left out as it has set

the ambitious goal of becoming the world’s sixth largest education exporter by 2020. As a result, the Malaysian Higher Education sector is rapidly advancing, making it a popular study destination for international students. There are about 13,000 Nigerian students in Malaysian universities. In 2016, Nigeria ranked among countries with highest number of students in Canada, according to the Canadian High Commissioner to Nigeria, Perry Calderwood, who said that no fewer than 9, 000 students were studying in Canada. Calderwood, who spoke at the opening of the 12th Canadian Education Fair in Abuja, said: “Figures from Canada’s immigration authorities show that in 2014, over 8,600 Nigerians were studying in Canada. These numbers have grown rapidly from just 800 in 2002. Nigeria represents the 8th largest source of foreign students and their presence enriches Canadian educational institutions and society. In the Eastern European countries of Russia and Ukraine, UNESCO disclosed that more than 3,300 Nigerian students were studying in Ukraine with the number of Nigerian students studying in Russia gradually increasing over the past few years. It placed the figure at 777 Nigerian students studying in Russia in 2016. In Hungary, the University of Debrecen, one of the best and widely-known schools in the country has over 700 Nigerian students, more than half of that number undertaking courses in the medical field. In South African universities, Nigerian students have a reported population of 2,525 in 2016. Also, about 1,755 Nigerian students were reported studying in UAE in 2016, just as 1,915 Nigerian students were reportedly studying in Saudi Arabia in 2016. The table below shows how the number of Nigerians going out on daily bases for study got skyrocketed as a result of high deficit in the home grown tertiary institutions.



Source: NBS, 2019

Fig 3

Other countries with Nigerian students are India with 1,260 students, Egypt, 1,189 students; Australia, 949 students; Turkey, 876 students; and Germany with 845 Nigerian students as at 2016. It is saddening to note that there are no records of the number of foreign students studying in Nigerian universities.

Nigeria Tertiary Institutions Infrastructural System and Student’s Performance: A Paradox

Students’ academic gain and learning performance is affected by numerous factor including school building and infrastructure, gender, age, teaching faculty, students schooling, father/guardian social economic status, residential area of students, medium of instructions in schools, tuition trend, daily study hour and accommodation as hostelries or day scholar. Many researchers

conducted detailed studies about the factors contributing student performance at different study levels. Graetz (1995)^[12] suggested “A student educational success contingent heavily on social status of student’s parents/ guardians in the society. Considine and Zappala (2002)^[6] noticed the same that parent’s income or social status positively affects the student test score in examination. According to Minnesota (2007) “the higher education performance is depending upon the academic performance of graduate students. Durden and Ellis quoted Staffolani and Bratti, (2002) observed that “the measurement of students previous educational outcomes are the most important indicators of students future achievement, this refers that as the higher previous appearance, better the student’s academic performance in future endeavours.

Without much doubts, the existence of school infrastructure enhance students performance. It is expected that by the time students got access to befitting hostel accommodation, adequate teaching seats, uncongested class room as well as good toilet, the students are more capable of performing better, strong and very determine in compare to where those facilities does not exist. Performance is vital because the level of success students achieve from the tertiary institution has far-reaching implications for their personal and professional lives. Students’ performance impact on their career choice, personal income and level of success, as well as the degree of participation in community life (Grainen, 1995). The poor performance of students which has become a challenging problem for the academic community has wide ranging implications for national development. Students perform poorly because the institutions have failed to create the environment that is accommodating and conducive to their learning and educational needs (Harb & El-Shaawari, 2006). Sanott (2001) in his research on school building assessment methods, he says that school building had an impact on the mental development of a student, he explains that schools that are properly build and attractive to look, motivated students to stay and learn as well. A study by Chiriswa (2002) showed that tertiary institutions that rarely perform well in terms of infrastructures cause their students to be de-motivated to work hard hence lose hope in pursuing higher. What this portray is that the overwhelmingly derailed of students’ performance from many Nigeria’s tertiary institutions are as a result of multiple decade of school infrastructure. A number of studies have shown that many learning institutional system, particularly those in urban and high-poverty areas, are plagued by poor planned infrastructures, decaying buildings that threaten the health, safety and learning opportunities of students. Good facilities appear to be an important precondition for student learning, provide that other conditions are present that support a strong academic program in the school.

The above submission was in line with that of Ammermuler *et al.* (2004)^[4]; Cash, (1993)^[5]; Huisman *et al.* (2010)^[14]. Cash (1993)^[5] which shows that academic resources and building conditions have an encouraging effect on academic improvement of a school. Similarly, Ammermuler *et al.*, (2004)^[4] and Huisman *et al.* (2010)^[14] show that school building is a key cause in shaping the school performance of seven European countries. Likewise, Owoye and Yara (2011)^[23] show that school building is a key factor of school performance in Nigeria. The relationship between school facilities such as electricity, gas, playground and toilet has received much attention in the literature. Suryadarma *et*

al., (2004)^[28] show that school facilities, pupil-teacher ratio and parent’s education are the significant determinants of school performance. Taking a glimpse from the above, it is more convincing that infrastructures to a greater extent determine even the quality and standard any school can record. Schools or tertiary institutions that are bereaved of infrastructure tend to endanger a country pursued national development goal. For instance, today, science students from developed countries have access to all the necessary infrastructural facilities needed for their research experiments; their schools are well equipped with state-of-the-art facilities. Coming nearer home, here in some Africa countries like south Africa, Ghana, Egypt to mention but a few are perfectly equipped and furnish to the toe as well as schools infrastructural facilities are concern and the rate at which some of these countries tertiary institutions have been rated as the best institutions in Africa goes a long way in acknowledging the fact that Nigeria education policies are really anti-intellectual policy. Here in Nigeria, the case has always been different. Education sector in most states are nothing but a mere gathering avenue to discuss issues of immoral act. Students are not engage on practical bases for the simple fact that, those equipment does not exist and where they do exist, they are operating at a zero performance level. This has contributed to the fast-declining nature of the country developmental agenda and this is very much truth because no country can develop or grow higher than its educational system. This also tells why many Nigerians even after graduation find it difficult to excel in life simply because what they knew are quite different from what are require to be successful in the labour market.

Conclusion and Suggestions

This paper attempted scrutinizing the state of infrastructure in the Nigeria tertiary institutions and student academic performance. The paper argued that infrastructural facilities of any tertiary institutions to a greater extent determine the success as well as falling of any student. Based on the wisdom drawn from consulted papers, the paper concluded that infrastructural facilities in our tertiary institutions are at the highest spate of decade and its consequential effect on students’ performance has put an indelible damage on the pursued national developmental goals for the country. Within this purview, the writer urge the government to, with immediate effect constitute a body of intellectualist cut across many tertiary institutions to come up with needs assessment on the status of the infrastructural damage in Nigeria tertiary institutions and do all the necessary needful effort in putting in place a befitting and conducive learning environment. In other word, the government must increase the allocation for education sector and priorities infrastructural explosion. The universities on their own part should also try as much as possible to creatively source for alternative avenue from within and outside their domain in order to enhance and engender the living condition of their students. The tertiary institutions management should improve the condition of Internet connectivity within the hostel and school premises. The laundry area and toilet/bathroom should be provided more to reduce the level of deterioration of these facilities. More hostels should be constructed to accommodate students from year one to final year to end the current practice common with many learning institutions, particularly the universities, of allocating bed spaces only to first-year students and final year students. The male hostel

should also be given priority in any new construction of hostel since their bed spaces are only 22% of the total bed spaces in many tertiary institutions.

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