



Influence of Availability of Facilities on Academic Performance of Undergraduate Students of Federal Universities in South-South Zone, Nigeria as Perceived by Academic Staff, Senior Administrative Staff and Final Year Students in the Study Area

Prof. Okoroma, N.S & Orike, E.E.

**Department of Educational Management
Faculty of Education
Rivers State University
Nkpolu-Oroworukwo, Port Harcourt, Nigeria
Email: evytek@yahoo.com**

ABSTRACT

The study investigated the influence of availability of facilities on academic performance of undergraduate students of federal universities in south-south zone, Nigeria as perceived by academic staff, senior administrative staff and final year students. The study adopted the descriptive research design. Three research questions and one hypothesis guided the study. The population of the study comprises of 25465 (twenty five thousand four hundred and sixty five) academic staff, senior administrative staff and final year students from six (6) Federal Universities of south-south zone of Nigeria in the following categorization: 6700 (six thousand seven hundred) academic staff, 796 (seven hundred and ninety six) senior administrative staff and 17969 (seventeen thousand nine hundred and sixty nine) final year students. The sample size consists of 3263 (three thousand two hundred and sixty-three) academic staff, senior administrative staff and final year students of six federal universities in south-south zone of Nigeria. The combined population of 24669 academic staff and final year students were sampled at 10% because of the huge number involved ($24669 \times 0.1 = 2466.9 \approx 2467$), while entire population (796) of senior administrative staff was used because the number was manageable to be adopted for the study. The proportionate stratified random sampling was adopted. The instrument for data gathering consists of a self-constructed questionnaire titled "Influence of availability of facilities on Academic Performance of Undergraduate students of Federal Universities Questionnaire" (IAFAPUSQ). A ten item questionnaire made up of two sections (A and B) and structured after a 4-point modified Likert scales; Strongly Agree (S.A), Agree (A), Disagree (D) and Strongly Disagree (SD) was used for data gathering. A Cronbach Alpha value of 0.86 was obtained. Data obtained from the respondents were analyzed using the mean to answer the research questions while the analysis of variance (ANOVA) was used to test the hypothesis at 0.05 significant level. The result showed that the respondents unanimously agree that availability of facilities in university education influence the academic performance of undergraduate students of Federal Universities in South-South Zone, Nigeria. While the following recommendations were made based on the findings of the study: The government should carry out periodic assessment of infrastructural needs of the universities and endeavor to close up the infrastructural/ facilities' gap for smooth administration of University education in Nigeria; Supervision of infrastructural developments and facilities upgrade should be enhanced to forestall compromise to standards and design. This will reduce substandard infrastructures and facilities that parade the university environment and increase the lifespan of any facility that government has managed to provide.

Keywords: Availability of Facilities, University education and Students Academic Performance.

INTRODUCTION

University education was set out to fulfill certain objectives necessary for nation building. These lofty objectives cannot take place in a vacuum rather in an environment with physical, material, instructional among other facilities that combine to make the process of teaching and learning meaningful. Nwafor (2012) noted three resources needed for effective administration of the university system as human resource (consisting of all personnel in the school); financial resource (the fund needed to finance the school) and material or capital resource (physical facilities, materials and equipment which provides support services for the accomplishment of the goals of the school). Adeyemi (2008) stressed that beside the human resource of the university; also of great importance is the material resource which is used to facilitate the teaching and learning process especially when made available in the right quality and quantity. This means that as important as manpower resource in the university system, so is the provision of infrastructures and other facilities which the human element of the system utilizes in developing a robust university system for academic excellence. Students need modern facilities and infrastructure to function competitively in a world that has become a global village and adequate provision and maintenance of these facilities and infrastructures reflects on the academic performance of the undergraduates

Oluwuo (2016) pointed out the raw truth that students in technological institutions that are ill equipped with necessary facilities are simply acquiring certificates without developing their cognitive and technical skills. The essentiality of adequate facilities in tertiary institutions cannot be over emphasized as studies has shown schools and students in adequately funded institutions with basic facilities, infrastructure and qualified personnel having far reaching advantage over others. They have good results and also acquire necessary skills needed at the end of the day.

Adeyemi & Igbenwaka (2000) observed that mismatch between growing enrolment and provision of facilities especially in respect of seats for students has led to overcrowding. He added that overcrowding creates undue stress on available space and results in the creation of rowdy behaviour, hanging outside the classrooms; and obscene activities around school premises. All these, have negative effect on the teaching and learning process. It is on note that as enrolment increased, the bearing capacities of the facilities were over-stretched amidst underfunded education system to expand infrastructures and facilities to cater for the enrolment population growth. Ajibade & Okeke in Oluwuo, (2016) remarked that over enrolment, political, social and economic instability in the country created stress in the educational industry. They went further to state that evidence abound that lecture rooms are usually overcrowded with students hanging on the windows to take lectures; the truth is that, any nation or society who stimulates the uncoordinated expansion or growth of its education system and fails to provide necessary infrastructural facilities, funds, manpower among others is creating an environment within which all kinds of problem and crises will flourish. Okoroma in Asodike & Oluwou (2016) observed that this neglect has already precipitated crisis in the entire educational system. This is true as cases abound where students go on rampage because of congested hostel accommodation, electricity and pipe borne water.

Availability of Facilities and Students Performance

Nwabueze (2011) defined infrastructural facilities as those things that enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. He stated further that the value of facilities in education becomes tangible when viewed in terms of their adequacy to the programmes they are designed for. The implication of this is that the physical facilities of the university must satisfy both qualitative and quantitative conditions to achieve an excellent learners' outcome.

School facilities according to Peretomode (2017) are those things needed within the educational system which enables a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. In the same vein, Florence (2013) defined school facilities as the material resources provided for staff and students to optimize their productivity in the teaching and learning process. The teaching and learning which leads to change in behavior of the students does not take place in a vacuum neither is it implemented without material supports.

Anukkam & Anukam (2006) see infrastructural facilities as embracing permanent and semi-permanent structures on the school site as well as machines, laboratory equipment, blackboards, white-boards, teaching equipment and even the cleaner's tools. Some examples of physical facilities in the universities include: the space (premises), buildings, infrastructure (road, landscape), equipment (computers, furniture, chalk board, instructional materials etc). Nwankwo (2014) noted that school plants include all structures put on the school ground while school facilities on the other hand include all infrastructures put or attached to the school plant.

In the view of Asiyai (2012), saying that school plant or facilities occupies a premium place among other factors which impinge on students' achievement is an understatement because they are made up of indispensable structures and systems required by any viable educational institution to function effectively and achieve the objectives for which it was established. Unfortunately, a number of institutions offering technological education programmes were established but ill equipped with basic facilities and infrastructures required to run such programmes

Adesina in Abraham (2013) asserts that the quality of education students acquires bears direct link to the availability or non-availability of the physical facilities and the overall environment where the learning takes place. On the other hand, Jumani (2007) remarked that teacher effectiveness cannot sensibly be separated from school effectiveness because common sense suggests that teachers, however educated and trained, are rendered ineffective when schools lack the basic facilities, equipment and materials necessary for teaching and learning. This is because a good teacher must need teaching aids to transfer his competence and experience to the learners.

Studies have shown that learning takes place better and faster in a school environment with adequate infrastructures and facilities like buildings, accommodations, furniture(s), and equipment, than in an environment where all these items are lacking. Nwabueze (2011) agree that the condition of university facilities have an important impact on the academic performance of the students as well as the effectiveness of the teacher in the pedagogical process. Therefore, in order to facilitate this high level of teaching and learning process, there is need for well-planned and organized school facilities.

The following excerpt from Erero cited in Ogbogu (2014) describes the terrible experience of a student's life in a university with poor facilities... "She rises before first light, rolls up her sleeping mat and leaves the room, in the hall of residence, which she shares with eleven others. The room had been furnished for two students in the early years, then bunks were installed to permit four to be housed... there is water crisis on campus ... she takes her bucket and walks to join the queue... it is hours before she is able to fill her bucket and return to the hostel... She goes to class where it is standing room only ... she is late and joins others at the windows. It is difficult to hear the lecturer, or see the board... and couldn't do her assignments because of power failure throughout the night". These evidences underpin the importance of facilities in the academic life of the university and the students.

To this extent, Udoh & Akpa in Abraham (2013, pp.166) stated that "in order to meet the physical and learning needs of the students, a safe structure, adequate sanitary facilities, a balanced visual environment and sufficient shelter space of work and play should be provided. The students will learn more and work harder when facilities are adequate, but in the absence of the essential facilities, the students and staff will always be anxious, not feeling at ease to carry on with the teaching learning process. The anxiety therefore affects their productivity and students' performance".

Ojedele in Enefu & Okarforcha (2017) classified facilities into: instructional facilities, infrastructures and school physical environment. Instructional facilities include all instructional materials and equipment used to facilitate the teaching and learning process. So many examples of teaching or instructional facilities abound but of all is the ingenuity of the teacher himself who stimulates and make the teaching /learning process interesting. Instructional facility according to Dales, (2006) is defined as those alternative channels of communication which a class room teacher and students under conventional and distance system can use to concretize a concept during teaching and learning. He posits that instructional materials provide concrete experiences which assist learners to apply previous learning in a new situation. The use of instructional resources as opined by Wales in Ebong, (2016) would make discovered facts glued firmly to the memory of students. Nwankwo in Onyeagbako (2014) in the other hand; outlines

some importance of teaching facilities as follows: To get and hold the learner's attention; to provide for a direct interaction of students with realities of social and physical environment to re-enforce verbal message to promote greater acquisition and longer retentions of factual knowledge and to provide opportunities for independent and individual learner.

Physical environment where outdoor recreational activities are held on the other hand are provided for relaxation or leisure. They are very essential in 21st century university education to ensure effective recreation of teachers and students. Ogundairo in Anyor (2015) viewed recreational facilities as permanent structures built for sporting and recreational activities. Recreational activities according to Hurd & Anderson (2011) include activities that people engage in during their free time, that people enjoy and that people recognize as having socially redeeming values. Recreational activities help to douse students' tension, make them fit and balance their work as well as other demanding activities within the school environment. Examples of recreational activities include both in-door and outdoor sports and games activity like sports field, volley ball and basket-ball courts, swimming pool, lawn tennis court, table tennis, video game theater etc.

Akinsanmi (2006) averred that lack of provision and effective maintenance of sports and recreational facilities will hamper, reduce and in some cases make students' participation in these activities impossible. Research conducted across the nation revealed that most of our institutions of learning are lacking in recreational facilities which has actually hampered the realization of educational objectives in that direction. Classic example is the study conducted by Iheanacho, Ikpeme & Saba, (2013) on assessment of provision of Recreational facilities in Nigerian universities which revealed a low level of availability of the needed sports and recreational facilities to cater for the yearning of the ever growing population of sports men and women in 93 universities nationwide. They further noted that not only that the facilities are grossly inadequate but the existing ones are substandard. This finding was supported by Mgbor, (2006) who maintained that most universities have little or no sports facilities befitting the status of a university and even where provided, they are in bad shape as a result of poor maintenance culture.

Another category of school facility is Infrastructures, which includes all building structures of the universities like lecture halls, staff quarters and offices, laboratories, workshops, computer studios, students hostel building, refectory, university's guest house etc. This category of school facility is so essential because educational activities like lectures, library services, office work and numerous activities cannot take place in the open air but will need an enclosed space to avoid distraction and enhance maximum academic benefit.

The library as a typical example of accommodation facility is a place within the university vicinity where students, teachers and others go to access information resources. Ebong, (2016) described the library as one of the most important physical facility of the school and the engine room of the university that houses text books, journals, references, micro film. The facilities in the library according to Kpee (2013:308) directly aid teaching, learning and research in the university. The library facility is provided in virtually all universities but the question remains how functional they are. A library that is stock with old books and journals cannot benefit students much as all information privy to them are obsolete talk more now that libraries are gradually visuals and electronic in nature. The library impact greatly on the students' achievement because the library is a stock of information and knowledge center where every student visits to abreast himself with new innovations.

However, utilization and maintenance of these physical resources is as important as their provision. Ebong, (2006) is of the opinion that utilization of school facilities actually leads to achievement of desired goals and also depend on the needs and rate of usage of the school facility. In the same vein, Obasi & Asodike (2014) suggested that infrastructural facilities can be under-utilized or over-used especially when they are used beyond the normal capacity and are not serviced or well-maintained as the case maybe. This paves way for the management and maintenance of the school facilities.

Statement of the Problem

Provision of adequate facilities has become a sine qua non for effective administration of university education in Nigeria because the human resources in the system make use of material resources to get the system running. Sadly, university education in Nigeria has not been at its best as complains of steady

degradation in quality and service delivery occupies every discourse on university education and nation building. In view of this, Ijaiya (2001) argued that the quality of education being provided for the Nigerian child has become a source of concern and lamented on the rot in the educational system especially in the inadequacy of school facilities. The NUC (2006) reported that the presidential visitation panel that looked into the operations of all federal universities between 1999 and 2003 revealed that academic and physical facilities at the universities were in deplorable states with insufficient lecture theatres/halls, laboratories and so on. Thus, one begins to wonder how some of these universities scale the accreditation hurdle. This ugly situation has led to low ranking in universities' visibility index and mass exodus to schools abroad or patronage of private universities especially for parents that can afford the expense of such level of education among others.

This study was therefore initiated to investigate the impact availability of facilities has on the academic performance of undergraduate students of federal universities in south-south zone, Nigeria.

Purpose of the study

Based on the problems identified, the study tends to investigate the influence of availability of facilities on academic performance of undergraduate students of federal universities in South- South Zone, Nigeria. Specifically, the study seek to

1. Examine the influence of availability of facilities on academic performance of undergraduate students of six federal universities in South-South zone Nigeria as perceived by academic staff in the study area.
2. Determine the influence of availability of facilities on academic performance of undergraduate students of six federal universities in South-South zone Nigeria as perceived by senior administrative staff in the study area
3. Ascertain the influence of availability of facilities on academic performance of undergraduate students of six federal universities in South-South zone Nigeria as perceived by final year students in the study area,

Research Questions

1. What is the influence of availability of facilities on academic performance of undergraduate students of six federal universities in South-South zone Nigeria as perceived by academic staff in the study area.
2. What is the influence of availability of facilities on academic performance of undergraduate students of six federal universities in South-South zone Nigeria as perceived by senior administrative staff in the study area
3. What is the influence of availability of facilities on academic performance of undergraduate students of six federal universities in South-South zone Nigeria as perceived by final year students in the study area,

Hypothesis

1. There is no significant difference in the mean response of academic staff, senior administrative staff and final year students on the influence of availability of facilities on academic performance of undergraduate students from six federal universities in South-South zone Nigeria..

METHODOLOGY

The study adopted the descriptive research design. The population of the study comprised of 25465 (twenty five thousand four hundred and sixty five) academic staff, senior administrative staff and final year students from six(6) Federal Universities of south-south zone of Nigeria in the following categorization: 6700 (six thousand seven hundred) academic staff, 796 (seven hundred and ninety six) senior administrative staff and 17969 (seventeen thousand nine hundred and sixty nine) final year students from 6 (six) federal universities in south-south zone of Nigeria. (**Source:** Personnel department and Academic Planning office: Universities of Uyo, Otueke, Calabar, Benin, Port-Harcourt and University of Petroleum Resources Effurun. 2019.)

The sample size consists of 3263 (three thousand two hundred and sixty-three) academic staff, senior administrative staff and final year students of six federal universities in south-south zone of Nigeria. The combined population of 24669 academic staff and final year students were sampled at ten (10) percent because of the huge number involved ($24669 \times 0.1 = 2466.9 \approx 2467$). while entire population (796) of

senior administrative staff was used because the number was manageable to be adopted for the study. The proportionate stratified random sampling was used to categorize the sample size of academic staff and final year students (2467) into the following: 670 (six hundred and seventy) academic staff and 1797 (one thousand seven hundred and ninety-seven) final year students added to 796 senior administrative staff from six (6) Federal Universities in South-South zone. Three research questions and one hypothesis guided the study.

The instrument for data gathering consists of a self-constructed questionnaire titled “Influence of availability of facilities on Academic Performance of Undergraduate students of Federal Universities Questionnaire” (IAFAPUSQ). A ten item questionnaires made up of two section (A and B) and structured after a 4-point modified Likert scales; Strongly Agree (S.A), Agree (A), Disagree (D) and Strongly Disagree (SD) was used for data gathering. A Cronbach Alpha value of 0.86 was obtained. Data obtained from the respondents were analyzed using the mean to answer the research questions while the analysis of variance (ANOVA) was used to test the hypotheses at 0.05 level of significance.

RESULTS AND DISCUSSION

Research Question 1: *What is the influence of availability of facilities in university education on the academic performance of undergraduate students as perceived by academic staff from six federal universities in south-south zone, Nigeria?*

Table 1.1: Mean for Influence of availability of facilities on Students’ Academic Achievement as Perceived by academic staff

S/N	Statements	academic (n=458)		
		M	S.D.	RMK
1	Provision of library facilities will enhance students’ reading interest and their academic performance	3.30	0.7	A
2	Provision of information, communication technology(ICT) will connect the students with events around the globe and enhance their academic achievement	3.31	0.95	A
3	Provision of laboratories and workshops will not make students more involved in practical works and does not enhance their academic achievement	1.69	0.46	R
4	Provision of lecture and office buildings will enhance the teaching and learning process	3.50	0.54	A
5	Provision of computers and office equipment will enhance staff efficiencies and help students appreciate computer based knowledge	3.35	0.76	A
6	Provision of recreational facilities will facilitate students involvement in recreational activities and enhance extra-curricular learning	3.47	0.50	A
7	Provision of hostel accommodation and hall will ease students accommodation problem and help them concentrate on their studies	3.36	0.54	A
Grand Mean		3.14		A

Field data, 2019 (A=Accept; R=Reject).

Research Question 2: *What is the influence of availability of facilities in university education on the academic performance of undergraduate students as perceived by senior administrative staff from six federal universities in south-south zone, Nigeria?*

Table 1.2: Mean for Influence of availability of facilities on Students' Academic Achievement as Perceived by administrative staff

S/N	Statements	admin (n=601)		
		M	S.D.	RMK
8	Provision of library facilities will enhance students' reading interest and their academic performance	3.29	0.69	A
9	Provision of information, communication technology(ICT) will connect the students with events around the globe and enhance their academic achievement	3.29	0.85	A
10	Provision of laboratories and workshops will not make students more involved in practical works and does not enhance their academic achievement	1.62	0.52	R
11	Provision of lecture and office buildings will enhance the teaching and learning process	3.41	0.67	A
12	Provision of computers and office equipment will enhance staff efficiencies and help students appreciate computer based knowledge	3.44	0.66	A
13	Provision of recreational facilities will facilitate students involvement in recreational activities and enhance extra-curricular learning	3.48	0.50	A
14	Provision of hostel accommodation and hall will ease students accommodation problem and help them concentrate on their studies	3.38	0.53	A
	Grand Mean	3.13		A

Field data, 2019 (A=Accept; R=Reject).

Research Question 3: *What is the influence of availability of facilities in university education on the academic performance of undergraduate students as perceived by final year students from six federal universities in south-south zone, Nigeria?*

Table 1.3: Mean for Influence of availability of facilities on Students' Academic Achievement as Perceived by Final year Students

S/N	Statements	student (n=1428)		
		M	S.D.	RMK
15	Provision of library facilities will enhance students' reading interest and their academic performance	3.30	0.69	A
16	Provision of information, communication technology(ICT) will connect the students with events around the globe and enhance their academic achievement	3.28	0.94	A
17	Provision of laboratories and workshops will not make students more involved in practical works and does not enhance their academic achievement	1.67	0.49	R
18	Provision of lecture and office buildings will enhance the teaching and learning process	3.44	0.63	A
19	Provision of computers and office equipment will enhance staff efficiencies and help students appreciate computer based knowledge	3.47	0.59	A
20	Provision of recreational facilities will facilitate students involvement in recreational activities and enhance extra-curricular learning	3.45	0.53	A
21	Provision of hostel accommodation and hall will ease students accommodation problem and help them concentrate on their studies	3.36	0.57	A
	Grand Mean	3.14		A

Field data, 2019 (A=Accept; R=Reject).

Table 1.1, 1.2 and 1.3 shows the result for the mean responses of academic staff, administrative staff and students from the six federal universities in the South-South zone regarding the influence of availability of facilities in university education on the academic performance of university undergraduate students.. The result shows grand mean values of 3.14, 3.13 and 3.14 for academic staff, administrative staff and students respectively. This result shows that, academic staff, administrative staff and students from the six federal universities generally agree that availability of facilities in university education has impact on students' academic performance.

Hypothesis 1: There is no significant difference in the mean response of academic staff, administrative staff and final year students regarding influence of availability of facilities in university education on academic performance of undergraduate students of federal universities in south-south zone, Nigeria.

Table 1.4: ANOVA for Influence of Facility on Academic performance of undergraduate students

Sources of Variances	SS	df	MS	F-cal	F-crit	p-value	Decision
Between Groups	0.056	2	0.028	0.435	2.999	0.647	Retained
Within Groups	160.598	2484	0.065				
Total	160.654	2486					

Table 4.8 shows the analysis of variance (ANOVA) for hypothesis 1. As shown, calculated value of F (Fcal) at degree of freedom (2,2484) is 0.435 and the critical value of F (Fcrit) is 2.999. Since the calculated value of F is less than the critical value of F, the hypothesis was retained. This implies that there was no significant difference in the mean responses of academic staff, administrative staff and final year students from the six federal universities regarding the influence of availability of facilities of university education on academic performance of federal university undergraduate students in the study area.

DISCUSSION OF FINDINGS

Research questions 1, 2 and 3 sought to ascertain the influence of availability of facilities in university education on the academic performance of university under-graduate students as perceived by academic staff, senior administrative staff and final year students from six federal universities in south-south zone, Nigeria. The result showed that the academic staff, administrative staff and students generally agreed that availability of facilities in university education will enhance the teaching and learning process. They also generally agreed that Provision of library facilities will enhance students' reading interest and their academic performance since the students will readily have books and other reading materials to advance their knowledge. They further agreed that Provision of information and communication technology (ICT) will connect the students with events around the globe and enhance their academic achievement

The three category of respondents equally agreed that Provision of computers and office equipment will enhance staff efficiencies and help students appreciate computer based knowledge. There is consensus among the respondents that Provision of recreational facilities will facilitate students' involvement in recreational activities and enhance extra-curricular learning. Lastly, they agreed that Provision of hostel accommodation and hall will ease students' accommodation problem and help them concentrate on their studies. On the other hand, the respondents generally dis-agree that Provision of laboratories and workshops will not make students more involved in practical works and does not enhance their academic achievement. This implies that students need laboratories and workshop stations for their practical works which is a very important aspect of learning.

The test of hypothesis 1, shows that there was no significant difference in the mean responses of academic staff, senior administrative staff and final year students from the six federal universities regarding the perceived impact of availability of facilities in university education on academic performance of federal university undergraduate students in south-south zone, Nigeria. This implies that the three category of

respondents from the six federal universities have similar views regarding the impact of availability of facilities in university education on academic performance of undergraduate students of Federal Universities in the study area.

The above result for research question 1, 2, 3 and hypothesis 1, were not unexpected because of the vital role facilities play in the smooth administration of university education in south-south zone of Nigeria just like any other university around the globe. In recognition of this, Ojo (2008) warned that insufficient funding of university education and unavailability of physical infrastructures like good buildings for both academic and administration, laboratories, ICT among others will spell doom on the quality of university education system in Nigeria. Both the academic and administrative staff together with students from the six federal universities in south-south may also have had consensus opinion on availability of facilities due to the fact that the financing of facilities for these institutions comes from one major source being the Federal government and sometimes through intervention funds like the TETFUND. Interventions from TETFUND are used to distribute facilities according to needs and other factors across the federal tertiary institutions in Nigeria. For academic, administrative staff and students, they have awareness of how availability of facilities influences students' academic performance. For instance, if there are no classrooms, laboratories, instructional materials it becomes difficult for the lecturer to teach his students because effective teaching/learning must take place in a conducive environment.

The administrative staff like the academic staff needs an office building, computers, office furniture among others to perform his administrative functions, where these are not provided, the system and the students suffers. In supporting this, Adesina in Abraham (2013) noted that the quality of education students acquires bears direct link to the availability or non-availability of the physical facilities and the overall environment where the learning takes place. In the same manner are the students, they need accommodation facilities to retire to after school activities in the day, lecture halls with chairs to seat and learn, library to go and read, all these provide comfort that certainly influence the students' academic performance. The above findings for research question 1, 2, 3 and hypothesis 1 are in agreement with the result obtained in a study by Babatope (2010) on the problems of facilities in South West Nigerian universities. The result shows that, the financial support to the universities was not adequate, the universities were not provided with adequate facilities while students and staff maintenance culture contributed to high destruction of the available facilities. In the same vein, Fagbohunka (2017) in the study: impact of infrastructural facility and student's academic performance in Adekunle Ajasin University, Akungba-Akoko, Ondo State, revealed that a positive relationship did exist between infrastructural facilities like power supply, good health/ sanitary system and academic performance of students of the university.

CONCLUSION

Facilities are so indispensable in university administration because the university system will remain a mere nomenclature without the right physical infrastructures to function as academic hub of the nation. Sadly, Nigerian universities, as a result of funding deficit have been poorly provided with essential facilities to guarantee quality education and this situation has dealt a negative consequence on the academic performance of undergraduate students of federal universities in South-South zone, Nigeria and degraded Nigerian university system among international university ranking.

RECOMMENDATIONS

The following recommendations were made based on the findings and conclusions of the study.

- 1) The government should carry out periodic assessment of infrastructural needs of the universities and endeavor to close up the infrastructural/ facilities' gap for smooth administration of University education in Nigeria.
- 2) Supervision of infrastructural developments and facilities upgrade should be enhanced to forestall compromise to standards and design. This will reduce substandard infrastructures and facilities that parade the university environment and increase the lifespan of any facility that government has managed to provide.

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