Inadequacy of Teaching and Learning Infrastructure: Reason Nigerian Universities cannot Drive Innovations

Ebehikhalu Nicholas Osagie (Ph.D) and Dawam Patrick D. (Ph.D)

Department of Geography and Environmental Management
University of Abuja, FCT, Abuja, Nigeria
ebehikhalunicho@yahoo.co.uk

Abstract
The role of the universities in Nigeria has been reduced to just issuing out certificates without the realization that universities are established to drive innovations and developments basically through research. This study examines why universities in Nigeria cannot drive innovations in Nigeria. The data for the study were derived mainly from secondary sources. Data were collected from journals, internet, published and published records on university education in Nigeria and the main report of the Committee on Needs Assessment of Nigeria Public Universities, June 2012. The committee assessed the needs of sixty one (61) universities out of the seventy four (74) public universities recognized by the National Universities Commission (NUC). These universities are in four (4) categories: the first generation universities, the second, third and fourth generation universities. There are a total of six (6) universities in the first generation and seven (7) in the second generation. A total of seventeen (17) make up third generation universities, while forty four (44) make up fourth generation universities. Six universities were selected for this study spread across the generation of universities and the six geo-political zones of the country. The study reveals that poor funding of the universities in Nigeria, and teaching and learning infrastructural deficiency, are the basic reasons Nigerian universities cannot drive development and innovation. The study concludes that until the problem of adequate funding, and adequate provision of teaching and learning infrastructure are addressed Nigerian universities cannot drive innovations.

Keywords: University, Teaching and Learning Infrastructure

Introduction
There was a time Nigerian Universities were referred to as the Ivory towers. The reason for this is not far from the fact that Nigeria Universities were having the best architecture master pieces. There were hostels with all the facilities that constitute a standard living accommodation, lecture theatres, class rooms, libraries and other facilities were adequate and available for studies. Students were very focused in their academic pursuit because university environments were conducive and created sense of importance and responsibility in the mind of both the students and lecturers. According to Okeke (2012), the universities now are no longer regarded as ivory towers both in the standard of available facilities and more importantly the quality of students produced as well.
While universities around the world are at the center of innovations, Nigerian universities are yet to realize how important their role is in driving innovation in Nigeria. Innovation around the world are driven by the intellectual prowess of the academics and the academia while Nigeria universities have been reduced to a derelict and a contraption for just issuing certificates and grooming half-baked graduates who are considered misfit by most organizations when it comes to employment and creating value in the society. Poor funding of the universities in Nigeria, infrastructural deficiency for teaching and learning among others are some of the reasons Nigerian Universities cannot drive innovation in Nigeria.

Literature Reviews and Conceptual Framework

Conceptual Clarification and State of Facilities

Physical facilities for teaching and learning in the universities include: Faculty/departmental buildings/complexes (lecture rooms, lecture theatres, auditoria, staff offices, seminar/conference/board rooms, laboratories, workshops, studios, moot courts, farms, gymnasium etc); Libraries (central libraries, specialized/professional libraries, faculty libraries, departmental libraries etc); Institute/centers (specialized facilities e.g. ICT infrastructure, special laboratories, conference facilities etc).

Boards (interactive, magnetic, screen and chalk) ICT (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.

Students’ accommodation/hostels; municipal/physical infrastructure (power supply, water supply, good road networks, sports, health and sanitation, staff schools, campus markets, security facilities etc.)

Likoko, Mutsotso and Nasongo (2013) have that lack of adequate physical facilities for teaching and learning have negative effect on the quality of graduates produced. They are of the opinions that these facilities are educational inputs that have strong relationship with high academic performance of students.

University education comprises of two components: inputs and outputs. Inputs constitute of physical and human resources and outputs consist of the aim or goal and the outcome or result of the education. These physical resources are known as physical infrastructure which refers to basic facilities and equipment needed for the functioning of university. The facilities include lecture theatres, auditoria, class rooms, libraries, studios, laboratories, administrative blocks, workshops, sport centers, clinics, hostels, staff quarters, toilets, cafeteria, shops etc.

Adedipe (2007) noted that inadequacy of physical resources translate to poor results or poor products. Obasi (2005) observed that in the seventies (i.e. in 1970s) high quality of education was obtainable in Nigerian universities. It was such a quality that could be comparable to high quality of education offered by top world universities. Student then occupied comfortable room with area capacity of 12.969m² with all the facilities that constitute a standard living accommodation. The libraries were well stocked with all sorts of books for any field of study. Arab, Waseem, Umar, Hafeez, Muhammad, Ibrahim and Hamid (2013) noted that physical facilities are the compulsory components of any educational institution and research have proved that student’s performance and academic achievements are
correlated with better building quality, advanced laboratories, libraries and other physical facilities.

It is a well known fact that ninety percent (90%) of what exist today as tertiary institutions in Nigeria could be referred to as mere glorified secondary schools. This is because most of the nation’s universities are characterized by stark infrastructural decay and paucity of fund for research work (Jiduwah, 2010). Recent reports on our universities portray a general lack of infrastructural facilities. An average public university in Nigeria lacks basic infrastructure like regular water supply, electricity, and standard accommodation for students. In many instances, the toilets that serve the students are in bad shape as many do not have running water. Lecture rooms and offices are not available and where available are in need of refurbishment. Libraries are poorly equipped and are short of modern books and equipment. Laboratory equipment are obsolete and inputs for teaching are in short supply. Roads and building on many campuses are in a state of disrepair. Poor and dilapidated infrastructures are the major factors that have led to the despicable state of the Nigerian Universities. It is therefore not surprising that the products of these infrastructures often fail to rise up to the occasion when put to test and task.

According to the students Union president of Ahmadu Bello University, Mallam Rafindadi Abubakar Aliyu, lack of basic facilities in the Nigerian Universities is a great setback to conducive learning activities. Rafindadi said the main problem facing students in the universities is congestion in classrooms, dilapidated hostels and lack of modern laboratory equipment. You see a class that is meant to accommodate only 30 students in those days, over 200 students are using the class today. Many of us hang outside by the windows to receive lectures. In my department (Political Science), we seat on bare floor to receive lectures in the lecture theater. We are 312 in my class. You can imagine one lecture teaching 312 students, marking 312 scripts and each of the scripts, in an examination, none of them is less than 10 pages. Some students seat on the podium where the lecture is standing. We are 312 in my class. You can imagine one lecture teaching 312 students, marking 312 scripts and each of the scripts. When it is hot, you will be using the same book to fan yourself and taking down notes at the same time. During the rainy reason, the classrooms leak. The books in the libraries are outdated, the equipment in the laboratories are outdated. You will see a large number of students lining up to use one microscope in the laboratories. The hostel accommodation is one of the most challenges facing the students in the institutions. He said there are no beds in the hostels and the students put mattresses to sleep on the floor. The hostels are overcrowded with more than eight students in a room that was initially meant for one or two persons. The students are exposed to all sorts of health problems because they also use the rooms for cooking and washing in front of their rooms as there is no laundry where they can wash. The toilets are bad, they have no doors and students have to queue to take their bath or ease themselves (Thisday, 2013).

In the midst of this infrastructural decay, inadequacy and absence, Nigeria Governments are still proliferating Universities. Tribune (2013) captured this succinctly:

“The rate with which universities have been proliferated has been alarming given the limited access to funds. Recently, the federal government announced the establishment of nine universities. These new universities are coming on board at a time when a needs-assessment of the universities in 2012 reported massive decay of infrastructure, near absence of or obsolete learning aids and very low capacity of teaching staff at virtually all levels of
university education. It is surprising that the government, rather than address these needs, has gone on to complicate the problem by these additions to the number of universities. Similarly, the National Universities commission (NUC) has been licensing several private universities based on the population of prospective applicants for admission to universities without considering the teaching and learning infrastructure. The driving force of the decisions of the NUC has been the need to broaden access to universities education regardless of the consequences on the quality of university education. In the end several public and private universities have consistently failed to meet the requirements for accreditation by the NUC, putting students in dire situation. Thus, the proliferation of universities without substantial financial and human resource has contributed to the poor state of infrastructure in the universities. The NUC had granted licenses to universities without upholding the tenets of the policy on university education. Today, Nigerian Universities are largely mere degree or certificate awarding institutions.

The import of this is a clear example of “a culture of waste” in a nation’s resources. Nigeria does not need new universities when most of the existing ones are merely glorified secondary schools. Fund for the new universities can be invested in expanding and modernizing the facilities in the existing ones.

Igwe (2012) stated:

“The glory has simply departed from our universities and that is dangerous for a nation that wants to develop. In July, the NUC suspended the operating licenses of seven private universities operating in the country citing various violations ranging from poor structure to running academic courses and using poor learning environments. In a particular pathetic case, one of the private universities had only 14 lecturers after being in existence for seven years. One is therefore not surprised with the quality of graduates being churned out every year from some of these universities.”

According to Omeruo (2013), the role of universities in Nigeria has been reduced to just issuing out certificates that are not recognized elsewhere in the world and even the holders of such degrees cannot compete globally. The major cause of the poor standard of education is that Nigerian government over the years does not give the needed priority and attention to the higher education in the country. The universities are poorly funded by the government. It is very unfortunate how our leaders continuously disregard the values and need for quality education because they can always afford sending their wards to universities abroad. Nigerian universities are poorly funded by government, government does not give attention and provide the financial support that is needed by the universities and that is the major problem that sets back innovation in Nigeria. Universities need good funding to build and develop several infrastructures, carry out research work and then take care of the welfare of the staffs. Despite the importance of education to national development, education is one of the least when it comes to allocation of funds in Nigeria Budget. Government has the duty to create the enabling environment for the universities to drive innovations in Nigeria.

The origin of funding problems in the universities has been traced to the intensification of the pressures from Nigeria integration into the global political economy. The Structural Adjustment Programs (SAP) as well as “third wave” democratization were both pushed by
the International Monetary Fund (IMF) and the World Bank (WB). These have intensified the problems being experienced in the universities and other higher institutions. In particular, the Bank in its Berg plan (1979) did recommend that countries that fit the profile of Nigeria ought to direct their attention more to funding primary, rather than elitist tertiary education. Specifically, the World Bank in the 1980s recommended that countries that had high debt and serious balance of payments deficits as did Nigeria ought to direct their attention more to funding primary and technical education rather than tertiary education which is elitist (Okome, 2013). This is why Nigeria’s governments have been enforcing the idea of deregulation or privatization in our university system. In the recent past, private universities have adopted the policy of giving admission on the basis of the ability to pay. This is the reason most private universities in Nigeria give admission to the highest bidder where the rich in the society are able to secure admissions for their wards irrespective of their performance at the entrance examination. This practice has denied many bright candidates the chances of gaining admission into the universities (Okeke, 2012). The worrying aspect of this deregulation is the incriminate running of part-time pedigree, diploma and certificate courses in response to the world Bank and IMF philosophy which found expression in revenue generation now known as the Internally Generated Revenue (IGR). This courses are been run with large number of students in the evenings, weekends or once in a month as in the case of Center for Distance Learning/Continuing Education (CDL/CE) to increase internal revenue generation just to fulfill the philosophy of IMF and WB of destroying university education in Nigeria. Admission requirements into these programmes are mellowed down in order to attract significant number of application and admissions. The nature and state of teaching infrastructure, the adequacy and quality of teaching staff and the lecturer students’ ratio are usually overlooked as far as revenue accrued from the programmes continues at the detriment of the quality of products from the programmes. This is a dastardly act of making a caricature and parody of university system.

Historical Development of University Education in Nigeria

The development of university education in Nigeria started with the establishment of University College, Ibadan (UCI), in 1948. University College, Ibadan, now known as University of Ibadan was established as the first university in Nigeria on the recommendations of the Asquith Commission on Higher Education. The university was set up as an affiliate of the University of London. Asquith Commission was set up in 1943 to advise the British Government on the higher educational needs. This commission was chaired by Rt. Hon. Walter Elliot in the West African sub-region. The Commission published a report which recommended the establishment of University of Ibadan, Ibadan in 1948.

UCI was an affiliate of the University of London (Ike, 1976). According to Ibukun (1997), the UCI was saddled with a number of problems at inception ranging from rigid constitutional provisions, poor staffing, and low enrolment to high dropout rate. In April 1959, the Federal Government commissioned an inquiry (the Ashby Commission) to advise it on the higher education needs of the country for its first two decades. Before the submission of the report, the eastern region government established its own university at Nsukka (University of Nigeria, Nsukka in 1960). The implementation of the Ashby Report led to the establishment of University of Ife (now known as Obafemi Awolowo University, Ile-Ife) in 1962 by the then Western region, Ahmadu Bello University, Zaria in 1962 by the Northern Region and University of Lagos in 1962 by the Federal Government. Babalola et al (2007) posited that the University College, Ibadan became a full-fledged university in 1962. This meant that UCI, Ibadan and University of Lagos became the first two federal universities in Nigeria.
while the other three remained regional. In 1970, the newly created Midwestern region opted for a university known as University of Benin. The six universities established during this period 1948-1970 are still referred to as first generation universities. Babalola et al (2007) remarked that during this period, universities in Nigeria were under the close surveillance of the then governments. Appointments of lay members of the council, and that of the vice chancellors, were politically motivated. In the third national development plan (1975-1980), the government established seven universities instead of the four proposed in the plan, and also took over the four regional universities in 1975. They were Universities of Calabar, Ilorin, Jos, Sokoto, Maiduguri, Portharcourt and Ado Bayero University, Kano- All these universities are known as second generation universities. The third generation universities were established between 1980 and early 1990. They are: the Federal University of Technology in Owerri (1980), Akure (1981), Minna (1982), Makurdi (1988), Yola (1988), Abeokuta (1988) Bauchi (1988) and Abuja (1988). While state universities were founded in Rivers Portharcourt (1979), Edo, Ekpoma (1980), Abia, Uturu (1980) Enugu (1981), Ogun, Ago-Iwoye (1982), Lagos (1983), Ado-Ekiti Ekiti (1988), and Ogbomosho, Oyo (1990). Ondo, Lagos, Akwa-Ibom, Oyo, Cross River and Bendel now Edo. The fourth generation universities are those established between 1991 and the present date. They include the other state universities, Nigeria Open University the nine new Federal Universities, the Police Academy and private university.

Table 1: Public Universities Selected for the Study

<table>
<thead>
<tr>
<th>S/N</th>
<th>Name of the University</th>
<th>Geo-Political Zone</th>
<th>Generation</th>
<th>Year of Establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>University of Nigeria, Nsukka</td>
<td>South East</td>
<td>First</td>
<td>1960</td>
</tr>
<tr>
<td>2.</td>
<td>Usman Danfodiyo University, Sokoto</td>
<td>North-West</td>
<td>Second</td>
<td>1975</td>
</tr>
<tr>
<td>3.</td>
<td>Abubakar Tafawa Balewa University, Bauchi</td>
<td>North-East</td>
<td>Third</td>
<td>1988</td>
</tr>
<tr>
<td>4.</td>
<td>University of Uyo, Uyo</td>
<td>South-South</td>
<td>Third</td>
<td>1991</td>
</tr>
<tr>
<td>5.</td>
<td>Adekunle Ajasin University, Akungba</td>
<td>South West</td>
<td>Fourth</td>
<td>1999</td>
</tr>
<tr>
<td>6.</td>
<td>Kano State University of Science and Technology, Wudil</td>
<td>North Central</td>
<td>Fourth</td>
<td>2001</td>
</tr>
</tbody>
</table>

Source: Author’s Field Survey, 2013

Research Methodology

The data for the study were mainly derived from secondary sources. The data were collected from the main report of the Committee on Needs Assessment of Nigeria Public Universities, June 2012. The committee assessed the needs of sixty one (61) universities out of the seventy four (74) public universities recognized by the National Universities Commission (NUC). These universities are in four (4) categories: the first generation universities, the second, third and fourth generation universities. There are a total of six (6) universities in the first generation and seven (7) in the second generation. A total of seventeen (17) make up third
generation universities while forty four (44) make up fourth generation universities. Six universities were selected for this study spread across the generation of universities and the six geo-political zone of country (table 1). In conducting the research, the study took cognizance of the fact that the main purpose of universities is the creation and dissemination of knowledge through teaching, learning and research. Consequently, the main ingredients needed to make any universities operational are the physical facilities for teaching and learning. However, for the sake of effective analysis, this study assessed the state of the basic physical facilities which include lecture rooms/theater, laboratories and students’ accommodation/hostels.

Data Presentation and Analysis

Abubakar Tafawa Balewa University, Bauchi.
The inadequacy of physical facilities like universities is very glaring. Most of the science based programmes have one lecture room and one laboratory allocated to all levels of study. For example, the physics, chemistry, Biology, Mathematics etc programmes have one lecture room each for students from level one to final year. There is no programme that has a lecture theater assigned to it. The numbers of lecture rooms, laboratories and lectures offices are still grossly inadequate to meet the needs of the school. The library is still not adequate to meet the needs of the growing population of the university community. There is a significant deficit of basic learning resources including multimedia systems, magnetic boards, computers, printers, plotter etc. In terms of aesthetics, the institution’s main access is not indicative of a university despite the sign post. The enter environment was filthy and the physical infrastructure provided do not have water supply thereby making sanitary situation deplorable. Electricity supply in campuses is irregular and inadequate. The access road to the permanent site is in a bad shape. The water supply and reticulation in the university have completely failed. The university now relies on water tankers for water distribution.

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

Kano State University of Science and Technology, Wudil
Large majority of physical facilities are in deplorable state and the facility were inherited from a Teachers’ College most of which are very old (most of the facilities dated back to 1958). The hostel is improvised and very unfit for human habitation. Laboratory is inadequate. Out of the one hundred and sixty five (165) fulltime academics, only one (1) was
a professor, there was no reader, only thirteen (13) senior lectures. There is only one on-campus hostel accommodation for students at the university. It is worth mentioning that this hostel is ramshackled and massively overcrowded with looming risk to health and safety. The hostel was inherited from the defunct Wudil Teachers’ College, which was established in the year 1958.

**University of Nigeria, Nsukka**

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

**University of Uyo, Uyo**

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

Some faculties are in temporary accommodation and are yet to be provided with their permanent accommodation. These faculties include Clinical Science and Basic Medical Sciences. There are no accommodations also for Faculties of Sciences, Arts, Social Sciences, Engineering, Environmental Studies, Education, Agriculture, Law, and Business Administration, School of Continuing Education, Post Graduate School at the Main Campus. Overall, the state of the facilities in University of Uyo is far from adequate both in number and quality.

Most of the laboratory furnishings are dilapidated and relevant equipment are lacking. The few available equipment are not functional and obsolete. In some cases the laboratories
double as lecture rooms. The library is not conducive for learning. It is poorly ventilated and with inadequate lighting, overcrowded and stuffy. At the main campus, there was only one central, inadequately equipped engineering workshop for eight programmes. The campus is overcrowded with a high density of activities and the land is threatened by very deep gully erosion. The university is not connected with water supply. Only two bore holes are currently functional.

The medical center has twenty one (21) bed space capacities for students, staff and their families and neighboring communities. The power supply is highly irregular.

**Adekunle Ajasin University, Akungba**

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

**Discussion of Findings and Implications to Driving Development and Innovations**

It is very clear that Nigerian universities have teaching and learning facilities that fall far short of the international best practices and Nigeria’s National Minimum standard. The state of these facilities is disturbing and apart from the fact that they are grossly inadequate most of them are in shambolic state, comatose, obsolete and out of use while many others are improvised. In short, the study found that in Nigerian universities, physical facilities for teaching and learning are inadequate, substandard, overstretched, overcrowded and most times improvised. Environments for training like this are sources for lost of values and confidence. They demoralize and humiliate the lecturers and students. The lecturers and students are without self-esteem and the confidence to work hard for the best in order to drive innovations and development and pass to the nations is discouraged.

The abysmal state of 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. 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.

The impact of the foregoing to driving innovations and development is that when university’s education is not adequately funded, the foundations of such education are weak; consequently, the products of such educational system are generally weak intellectually. Inadequate resources and lack of physical facilities which consistently characterize the universities invariably affect the quality of output they produce. They are the factors that account for the decline in the quality of university output in Nigeria.

**Conclusion**

It should be realized that the fundamental basis of a university all over the world is teaching/learning, research and community service/development. This is achievable if a conducive environment with adequate facilities for teaching and learning is provided. Recognizing the fact that no meaningful development and innovations can take place with the level of fundamental inadequacies in the teaching and learning facilities in the Nigerian Universities is a way forward towards achieving the goals of education in Nigeria.

**Recommendations**

The study recommends as follows:

- Facilities for teaching and learning should be conceived and built as a role model (comply with standards) in quality, utility and aesthetics; in line with the international best practices.

- Governments must allocate appropriate resources to fund the provision of facilities for teaching and learning in the universities. Funding the universities (public) should remain the responsibility of the governments.

- Universities should attract endowments and bequeaths from the private sector, donor agencies, and philanthropists that would support the provision of facilities for teaching and learning.

- Government should stop further establishment or the proliferation of universities and concentrate on the development, maintenance and upgrading of the existing ones.

**References**


Okome M. O. (2013). As many African universities face all sorts of crises and many are closed because of protests; Dr. Okome put all the problems in perspectives. www.utexas.edu/conference/africa/ads/314.html.


This is your university. (2013, September 30). Thisday. www.thisdaylive.cm/articles.