



# Impact of Infrastructure Facilities on the Implementation of Educational Administration and Planning Programme in Tertiary Institutions in Nigeria

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**Abstract:** This paper examined the impact of infrastructure facilities on the implementation of educational administration and planning programme in tertiary institutions in Nigeria. The study concluded that infrastructure facilities influences the implementation of educational administration and planning programme in tertiary institutions and specifically aids the implementation of teaching and researches in educational administration and planning programme and influence educational administration and planning students' academic performance. Based on this finding, the paper recommended that administrators of tertiary institutions should provide adequate infrastructure facilities in all departments of educational administration and planning in Nigeria to aid effective implementation of educational administration and planning programme in tertiary institutions in Nigeria.

**Keywords.** Impact, Infrastructure Facilities, Educational administration and Planning Programme, Tertiary institutions

## Introduction

Tertiary education have been defined in different ways by different scholars. For instance, tertiary education is viewed by Akin-Ibidiran, Ogunode & Ibidiran John (2022) as the final stage of education that handles the production of manpower for the social, economic and technological development of a country. Tertiary education is an organized education that deals with intensive teaching, research and provision of community services. Tertiary education is defined by National policy on Education (2013) as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI).

Tertiary institutions in Nigeria offered many academic programme in different faculties and departments. Educational administration and planning programme is one of the major academic programme offered in the faculty of education. Educational administration and planning programme is an organized education programme designed to be offered in tertiary institutions for the production of professional planners and administrators (Ogunode and Yahaya, 2022). Ogunode & Babatunde, (2022) conceptualized educational administration and planning programme as an educational programme offered in faculty of Education. Educational Administration and Planning is a management science education programme. Educational administration and planning is offer in majorities of Nigerian higher institutions. Educational Administration and Planning programme is offer in tertiary institution meant for development of manpower in all forms of education with focus on educational planning and administration.

Educational administration and planning programme is a field of study that focus at producing effective and efficient educational planners and administrators for all forms and level of education for the development of education (Ogunode and Yahaya, 2022). Also, Ogunode, Jegede & Olumide (2020) noted that educational administration and planning was introduced into the Nigerian Higher institutions with the aims of producing educational administrators and planners for all phases of the educational sector in Nigeria. Educational administration and planning is offer in most Nigerian universities as a programme in department. Educational administration and planning is also offered as an elective course in 400 levels. The nomenclature of the programme is Bachelor of Arts Education i.e B.A [Ed] Educational Administration and Planning. The duration of the programme is four [4] academic section. The minimum credit unit required for graduation is 148. The admission requirements entry into the programme in universities is five Credits at SSCE, GCE 'O' Level, NECO and NABTEB Including English Language, Mathematics and other relevant three credit passes and Unified Tertiary Matriculation Examination [UTME], the candidate shall be required to pass the University post UTME Screening test before being admitted for hundred level [100L].

The objectives of educational administration and planning in Nigerian Higher institutions according to Ogunode, Jegede & Olumide (2020) and Yahaya, (2023) include; to raise an educational administrators and planners who are confidence, independence, efficient, visionary and innovative and problem solving in the educational sectors; to create in students the awareness and enthusiasm for educational administration and planning; to generate in students an appreciation of the importance administration and planning in education, economic, technological and social context; to provide students with the knowledge and skill-base for further studies in projection, forecasting, statistics, micro-planning, data management and demography; and to provide a broad and balance foundation, knowledge and practical skills in educational administration and planning.

The realization of the objectives of educational administration and planning programme in tertiary institutions depend on availability of adequate human and materials resources. Ogunode (2020) and Ogunode & Adamu (2021) listed human resources to include academic staff and non-academic staff and materials resources to include infrastructure facilities, chemicals, plants etc. Infrastructure facilities are very critical to the realization of all tertiary institutions academic programme. They provide ladder for the implementation of tertiary institutions curriculum.

Osagie (2003) opined 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). He asserted in specific terms that school plant is made up of landscape, trees, lawns, hedges, and accompanying paths, playgrounds, buildings, security facilities and utilities. Ehiamentalor (2001)

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.

Infrastructure facilities is viewed by Ogunode (2022) as facilities aiding delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, roads facilities, water, electricity, internet etc. The availability of the infrastructural facilities in adequate quantities will support effective administration of educational institutions and the inadequacies will prevent effective administration of educational institutions. Odey, (2018) and Abdulkareem (2000) defined educational facilities as non-human and non-financial resources that comprise movable and immovable materials that enhance teaching and learning. Physical facilities according to Anike and Tari (2011) as those things that enable the teacher to do his work very well and helping the learners to learn effectively. For example, the chalkboard facilitates imparting information on the learner. Emetarom (2004) defines school facilities as that physical equipment that assists and enable teaching and learning in other to enhance results. She noted that such facilities function as the fulcrum for which teaching and learning are pleurably built. Ogunode & Agwor (2021) viewed school infrastructural facilities refer to social capital within the school environment. They include school buildings/complexes such as classrooms, tables, exam hall, chairs, auditoria, desks, staff offices, seminar/conference/board rooms, laboratories, workshops, studios, farms, gymnasia, central libraries, specialized/professional libraries, faculty libraries, departmental libraries, etc., Institute/centers' specialized facilities e.g. ICT infrastructure, special laboratories, conference facilities, etc., and Boards e.g. interactive, magnetic, screen and chalk, etc., ICT that is computer laboratories and services, network connectivity, multi-media system, public address system, slide, and video projectors, and Ergonomics furnishing in laboratories, libraries, and lecture rooms/ theaters, moot courts, and studios, etc.

## **Impact of Infrastructure Facilities on the Implementation of Educational Administration and Planning Programme in Tertiary Institutions**

### **Impact on teaching of educational administration and planning programme**

Infrastructure facilities aid implementation of educational administration and planning programme in tertiary institutions. It help the lecturers to present lectures and administer projects and assignment to students. Bello (2011) and Ogunode & Jegede (2021) stated that infrastructural facilities are crucial for lecturers' job effectiveness. Bello further suggested that, the provision of infrastructures facilities like buildings, transportation, landscaping, equipment and instructional facilities have positive significant impacts on the academic goals achievements variables like research publications. Infrastructural facilities are very germane in educational institutions, particularly in the teaching learning process (Monehin, 2003). Availability of infrastructural facilities such as classrooms, laboratories, libraries, staff offices, workshops among others plays crucial roles in implementation of educational administration and planning programme in tertiary institutions. Ojo (2018) and Atobauka & Ogunode (2021) established that there is significant relationship between infrastructure facilities and implementation of educational administration and planning programme in universities. Olakoya, (2004) contended that in an educational environment, such as tertiary institutions, it is indisputable that school plant and facilities such as furniture, laboratory equipment and materials have a great influence in the teaching and learning process because without them, the

empty buildings and structures no matter how attractive cannot be used for educational purposes. Hence, school plant and facilities are no doubt an essential part of educational planning without which students' academic achievement cannot be enhanced. Ogunode, & Jegede (2021) asserted that the facilities needed to foster effective learning in an educational institution include adequate power and water supply, good communication systems, improved transportation systems, adequate classrooms, libraries, laboratories, furniture items, and sporting equipment. The quality of infrastructure has a strong influence on the academic staff job performance and academic standard, which is an index of quality assurance in the school.

### **Impact on infrastructure facilities on educational administration and planning research programme**

Conduct of researches is one of the major responsibilities of lecturers and students of educational administration and planning. Educational administration and planning lecturers are saddled with the function of conducting research to solve educational problems and to contribute to knowledge while students of educational administration and planning at first degree, master and PhD level are expected to present a research report before graduating. The attainment of the objectives of educational administration and planning research programme depend on the quality of infrastructure facilities available in the department. Infrastructural facilities is a major factor or aspect that influence research output of academic staff of Universities around the world especially developing countries. Olasupo (2017) opined that well equipped libraries can be an important resource in institutions of higher learning in stimulating research. Libraries equipped with e-journal, high internet speed and other facilities can facilitate research. Journals provide a good avenue for academic staff to find out various research output and can be a very good source to find gaps for further research. Departmental stimulation through organizing of seminars and conferences can also enhance research output by equipping staff on how to undertake research. Femi (2018) submitted that the provision of these infrastructural facilities (teaching materials, offices, libraries, current books, journals, periodicals, ICT facilities, laboratories and workshop will enhance research activities of educational administration and planning lecturers and students. Peter (2013) Ali (2015) and Musa (2018) discovered in their studies that availability of adequate infrastructure facilities support research development in tertiary institutions. In the implementation of educational administration and planning programme in universities, Abubakar (2020) observed that infrastructure facilities are key and fundamental.

### **Impact of Infrastructural facilities on academic performance of educational administration and planning students**

Infrastructure facilities are very vital to the implementation of educational administration and planning and aids students' academic performance. A well-equipped and well-maintained physical plant can make learning a more pleasant experience and discourage early drop-outs. It can as well attract better quality teachers. In summary therefore, infrastructure can be viewed as the totality of all that goes into education such as classrooms, lecture theatres, laboratories, libraries, electricity, water, health centre, sports and recreation centres, ICT, machines and furniture put there-in, with the intention of facilitating teaching-learning. Adequate physical facilities for teaching and learning have Positive effect on the quality of graduates produced. Infrastructure facilities are educational inputs that have strong relationship with high academic performance of students. Dada, (1986) posited that, the quality and quantity of these materials (school plant and facilities) have been identified as

significant factors determining students' performance. He further stated that the relevance and appropriateness of these learning resources to the local environment are important to the achievement of the national objectives and goals.

Oyediji (2012) observed that there is a close significant relationship between the infrastructural development and goals achievement variables of the tertiary institutions like; research publications, students' academic performance, lecturers job performance, school discipline and community services. Bello (2011) discovered that there is positive relationship between the student's academic performance, power supply and health facilities. Adedipe (2007) noted that adequacy of physical resources translate to good results or quality products. Arab et al (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. According to Ajayi (2007); Okebukola (2002) and Ukozor & Ogunode, (2022), effective teaching-learning processes cannot be guaranteed with inadequate instructional materials. Hinum, (1999) pointed out that the quality of plant and facilities has an impact not only on educational outcomes but also on the wellbeing of students and teachers. Oladipo (2008) concluded that, materials such as textbooks, magazines, journals, pictures, filmstrips, chalkboards, charts, bulletin board, posters, cartoons, school museums and archives go a long way in assisting teaching-learning process and invariably enhancing students' learning achievements.

### **Finding**

The result revealed that infrastructure facilities influence the implementation of educational administration and planning programme in tertiary institutions. Specifically, infrastructure facilities influences the implementation of teaching and researches in educational administration and planning programme and as impact on students' academic performance in tertiary institutions in Nigeria.

### **Conclusion and Recommendations**

The study concluded that infrastructure facilities influences the implementation of educational administration and planning programme in tertiary institutions and specifically affects the implementation of teaching and researches in educational administration and planning programme and as impact on students' academic performance in tertiary institutions in Nigeria.

Based on this finding, the paper recommended that administrators of tertiary institutions should provide adequate infrastructure facilities in all department of educational administration and planning in Nigeria.

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