

**Assessing Lecturers' Perceived Availability of Facilities  
in Nigerian Private Universities: Evidence From  
Al-hikmah University**

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**Abstract**

*Facilities are ingredients that are needed to ensure effective implementation of curriculum so as to achieve the aims and objectives of university education. It is on this premise that this study examined availability of facilities in Al-Hikmah University, Nigeria via mixed-method approach (quantitative and qualitative). Three research questions were framed to guide the study. Both survey and interview were adopted for the study. Population consists of 180 academic staff in Al-Hikmah University where stratified and random sampling techniques were used to select 123 respondents for the quantitative approach. In the same vein, purposive and convenient sampling techniques were used to select the Deputy Vice-Chancellor for the qualitative approach. An adapted instrument titled "Availability of Educational Facilities Questionnaire (AEFQ)" was used to collect data from the lecturers, while protocol titled "Interview Protocol on Availability of Educational Facilities (IPAER)" was used to elicit relevant information from the Deputy Vice-Chancellor. Findings from the two methods indicate availability of facilities in the university. The facilities include classroom, internet, health, and library. Findings also reveal challenges that are associated with the availability of facilities which include paucity of fund, poor maintenance of existing facilities and theft issue. Based on the findings of the study, it was recommended that adequate fund should be provided for the provision of facilities in the university. Lastly, government agencies (e.g. TETFUND and PTDF) should assist private universities in Nigeria in the area of infrastructure and training.*

**Keywords:** Lecturers' Perception, Facilities, Private Universities, Mixed-Method Approach.

## Introduction

Facilities are important to the overall development of education at all levels. Besides the fact that facilities provide a healthy learning environment for staff and students, they are also expected to engender a safe and conducive working and learning environment for the employees of the universities. Facilities are considered as one of the tools to maintain academic excellence. Those facilities are seen as inputs in educational system and major determinant of school success (Amole, 2019; Ebuara, Edet & Okpa, 2020; Kasozi, 2017; Muhammad-Rabiu, 2021).

Ekpang and Ekeng (2021) described facilities as the material resources provided for both staff and students to optimize their efficiency in the teaching and learning process. It enables teacher to achieve a level of instructional efficacy and that the value of facilities in education becomes noticeable when viewed in terms of their adequacy to the programmes they are intended for. Oluwalola and Omotayo (2019) are of the view that facilities in the school must satisfy certain conditions to achieve an excellent learning outcome. Facilities like health, internet, library and classrooms are needed to achieve the goals and objectives of university education.

According to National Policy on Education, it states that facilities are meant to facilitate the implementation of educational policy, the attainment of policy goals and the promotion of effectiveness of educational system in Nigeria. Also, the policy states that the goals of educational facilities shall be to provide conducive environment for learning, improve the educational programmes enhance teaching and improve the competence of teachers (Federal Republic of Nigeria, 2014). Irfran (2014) opined that a well-planned and maintained educational facilities will not only enhance good teaching process but also facilitate high enrolment of students. The basic focus in any higher institution particularly in university depends on educational facilities and its management because effective and efficient running of the system depends on proper maintenance and use of available structural units and facilities.

Lecturers need quality information to enhance their academic effectiveness. Such information are found in different sources that the educational facilities collects, processes, organizes, stores and disseminates to different categories of users. In order to efficiently and effectively develop educational facilities and services, it is important for lecturers to acquire some knowledge about the workings of the educational facilities and pass essential skills for locating, sifting, evaluating and using information sources. These knowledge and skills are taught and learnt in the use of availability of educational facilities in universities (Dumbiri & Nwadiani, 2020).

Universities' administrators have often been blamed for poor management of the educational facilities available to them. Cases of student' unrest, academic and non-academic staff disputes with university authorities; poor learning facilities provisions have often led to disruption of academic activities in some universities (Adeleke, 2014). Aidonojie and Anne (2021) opined that facilities in the school setting is attached to lecturers' effectiveness. The facilities range from classroom,

library, laboratories, toilet facilities, learning materials to other structures that would likely motivate lecturers to well. Therefore, provision of facilities has the tendency to arouse academic excellence in teaching and learning, research and community services. It can also enhance creativity, innovation, acquisition of self-independent, professional and economic skills capable of turning around the fortune of the school (Ekpoh & Asuquo, 2020; Oluwunmi, 2016).

Moreover, inadequate funding is seen as the biggest problem responsible for inadequate facilities in education system in Nigeria. In fact, the percentage of the budget allocated to education from 1999 to 2020 is less than 18%. This is against the UNESCO's recommendation of 26%. In Nigerian private universities, inadequate funding is responsible for low provision of facilities. (Agbabiaka, Aguda & Nzere, 2020). Furthermore, Al-Hikmah University was established in the year 2005 as the first Islamic faith-based private university in Nigeria with a well-articulated mission of promoting both academic and moral excellence for the good of the Nigerian nation in particular and for furthering the course of humanity in general. In summary, the overall goal of the university is to ensure learning for wisdom and morality. To achieve the foregoing, facilities were put in place to ensure effective implementation of the school programmes. It is on this premise that this study examined lecturers' perceived availability of facilities in Nigerian private universities, with focus on Al-Hikmah University.

### **Review of Literature**

An extensive literature review shows that several studies have attempted to examine how educational facilities is important (Ani, 2017; Umeh, 2012). For instance, the study conducted by Ani (2017) established that location of the university buildings, the facilities in the school and other material facilities provided in the university for the purpose of enhancing teaching and learning processes. The study concluded that the facilities include the fixed and mobile structures and materials in the educational system such as the health, internet, library and classrooms. Educational facilities can also be taken to mean the site where the school programmes and activities take place or the environment where the school curriculum is implemented.

The study conducted by Umeh (2012) revealed that many of the universities lack basic infrastructures like health, internet, library, classroom facilities or functional rest room for lecturers' to use. University must have the required educational facilities for enhanced job performance, including university setting. Hopland (2012) concluded that availability of educational facilities are so important that the condition of buildings have impact on the effectiveness of lecturers and students. Study conducted by Baker and Bernstein (2012) on the impact of availability of educational facilities on school effectiveness revealed that the condition of availability of facilities does not only affect the lecturers' effectiveness but also impact on their health and psychological well-being. McIntyre (2016)

posited that facilities that are characterized by various forms of defects have both physical and psychological consequences on all categories of users. Therefore, for university educational facilities to provide necessary ease and well-being for lecturers, students, non-teaching staff, visitors and indeed all users, it is essential that appropriate availability of educational facilities maintenance management sourcing strategy is deployed. Siyanbola, Ogunmakinde and Akinola (2013) opined that it is practically impossible to produce educational facilities which are maintenance free. Similarly, Goure (2011) argued that the expectation of efficiencies and cost savings through insourcing public projects are seldom met.

Faremi, Adenuga and Ameh (2017) found that educational facilities are not only limited but can also be efficiently and effectively managed when activities are properly synchronized, organized, coordinated and controlled by the school management team. Amie-Ogan and Bikiya (2020) focused on school facilities management and effectiveness and found that it is not the availability of these educational facilities alone that guarantee effective performance of school, but their adequacy and effective utilization. However, no matter how well packaged educational system is at any level of education, without adequate and efficient utilization of the available facilities, the system may fail to achieve its desired results.

Onokpaunu (2016) emphasized that adequate and appropriate educational facilities are vital in the administration of a school. The future of education lies on efficiency educational facilities, as facilities in universities are on the increase, making teaching and learning in the four corners of a school environment less significant. The widespread availability of the educational facilities has precipitated a vast change in education especially in the delivery of instruction. The proper management and utilization of these facilities will not only boost the morale of human resources who coordinates other activities in the school system but also ensure the attainment of goals. Oluwunmi, (2012) found that facility such as health and library facilities are closely related to lecturers' performance. Adewunmi (2015) reported that availability of facilities (e.g. classroom and library) lead to staff's effectiveness in private universities. Dumbiri and Nwadiani (2020) found that that provision of facilities in private school setting motivate both students and staff to explore more and that prudence in the use of facilities is key to achieving the goals of education. This is because when a given level of facilities is efficiently utilized, more services are provided through balance usage and adequate maintenance of the available facilities than when inefficiency, under-utilization and over-utilization abounds.

Meanwhile, Okonkwo and Oduh (2018) established that shortage or inadequacy of these educational facilities is contrary to goal achievement of universities. Agabi (2015) found that the educational facilities provided by government for execution of education projects are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector. Shantakumariet (2014) established that inadequate provision of facilities leads to

inefficiency and ineffectiveness on the part of teaching personnel in school. In the same vein, the study of Sudawet (2017) found that non-provision of facilities is related to poor academic performance of students.

Theoretically, this study is anchored on resource-based theory. The resource-based theory examines performance differences of organizations based on their facilities. The theory makes two main assumptions. First, organizations within an industry may differ in their facilities. Secondly, resources may not be perfectly mobile across organizations, so organizational differences in resources can be very long lasting. The theory seeks to explain how organizations maintain unique and sustainable positions in competitive environments. It focuses on efficiency-based differences, instead of on other ways in which organizations could be different, such as market power, collusion, or strategic behaviors (Gao, Tate, Zhang, Chen & Liang, 2018; Hoopes, Madsen & Walker, 2003; Peteraf & Barney, 2003). The central idea in resource-based theory is that organizations compete against others on the basis of their resources and capabilities. An organization's competitors can be identified by the similarity of their products, facilities, capabilities, and substitutes. Also, the theory assumes that organizational decisions to select and accumulate facilities are economically rational and subject to limited information, biases and prejudices, and causal ambiguity. Causal ambiguity means that it is not known exactly how a facility leads to above-average performance for an organization. An organization's competitive position relative to other organizations is based on its collection of unique resources and relationships. An organization has a competitive advantage when it uses a profitable, value-creating strategy that is not being used by competing. If competing organizations are not able to learn about that strategy and copy it, then an organization has a sustainable competitive advantage (SCA). Organizational SCA derives from the resources and capabilities that an organization controls that are valuable, rare, inimitable, and non-substitutable. Facilities are valuable when they help an organization create or implement strategies that improve its efficiency and effectiveness (Sony & Aithal, 2020).

### **Research Questions**

1. What is lecturers' perception on availability of facilities in Al-Hikmah University?
2. What are the challenges associated with the availability of facilities in Al-Hikmah University?
3. What are the measures that can be used to improve availability of facilities in Al-Hikmah University?

### **Methodology**

This study adopts both quantitative and qualitative (survey and interview) approach to elicit comprehensive information regarding availability of facilities in Nigerian private universities. The essence of using two methods in this study was to use the

findings from qualitative approach to confirm or discountenance the quantitative findings. In quantitative approach, the population of the study consists of all academic staff in Al-Hikmah University. Specifically, it consists of 180 academic staff based on the data obtained from the Registry unit of the university. Based on the population of 180 academic staff in Al-Hikmah University, the sample size of 123 was determined via the use of Krejcie and Morgan's (1970) sampling table. Furthermore, two sampling techniques were used to select respondents. First, stratified sampling technique was used to group the seven faculties in the university (Agriculture, Education, Health Sciences, Humanities and Social Sciences, Law, Management Sciences, and Natural and Applied Sciences). Secondly, simple random sampling technique was used to select 123 respondents from the faculties based. In qualitative approach, the population of the study consists of principal officers of the university (Vice-Chancellor, Deputy Vice-Chancellor, Registrar and Bursar). Both purposive and convenient sampling techniques were adopted to choose the Deputy Vice-Chancellor to participate in the study.

### **Instrumentation**

From quantitative perspective, an adapted instrument from the study conducted by Abdulrahman (2018) was used to collect relevant data. The instrument is tagged "Educational Facilities and Lecturers' Effectiveness Questionnaire (EFLEQ)". The adapted instrument was subjected to both face and content validity in order to ensure that items contained in the instrument measure the objectives of the study. To achieve the foregoing, the instrument was given to lecturers in the Department of Educational Management and Counseling, Faculty of Education, Al-Hikmah University for their inputs to ascertain both face and content validity of the instrument. Furthermore, the reliability of the instrument was achieved to ensure that the instrument is reliable and can be used for the main data collection. To achieve this, pilot study was conducted with 50 lecturers that were selected from Kwara State University. The data collected were analyzed, which yielded the cronbach alpha of 0.96, 0.84 and 0.81 for facilities, challenges and measures respectively. In the same vein, an interview protocol titled "Interview Protocol on Availability of Educational Facilities (IPAER)". Also, the interview protocol was subjected to both credibility and trustworthiness test so as to ensure that the protocol is reliable and can be used for the main study.

### **Method of Data Collection/Analysis**

Before administering the questionnaires, the consent of respondents was sought where the purpose of the study was explained to them. After that, questionnaires were administered to the respondents with the assistance of two trained research assistants. Specifically, cross-sectional method of data collection was employed where administered questionnaires were collected from the respondents immediately. Data collected were subjected to coding and screening analysis through the use of Statistical Package for Social Sciences (SPSS). After data

screening, descriptive analysis was performed to provide answers to the three research questions that were generated for study. In the same vein, permission was sought from the Management of Al-Hikmah University before the conduct of the interview. After that, interview was conducted with the Deputy Vice-Chancellor of Al-Hikmah University with the use of digital audio-tape, biro, jotter and pencil.

## Analysis

### Quantitative Approach

#### Response Rate

In this study, 150 questionnaires were administered to lecturers in Al-Hikmah University, Kwara State, Nigeria. To ensure high response rate, several visits were made to the various faculties to ensure high return of questionnaires. Out of 150 questionnaires distributed, 120 questionnaires were returned, while 30 were not returned. Due to university break based on holiday and lockdown, not all questionnaires were properly filled by the participants. Therefore, total number 92 usable questionnaires were used for final analysis. Thus, 90% response rate was considered appropriate for the analysis of this study which is in line with Agabi (2015) suggestion that a response rate of 60% and above is good enough for survey research. The table below shows the response rate of the questionnaires.

Table 1:  
Response Rate

Response	Rate
Questionnaires distribution	150
Questionnaires returned	120
Questionnaires not returned	30
Invalid questionnaires	28
Usable questionnaires	92
Response rate	90%

Source: Researchers' Fieldwork (2021)

#### Demographic Information

Table 2:  
Profile of the Respondents

Variable	Frequency	Percentage (%)
<b>Sex</b>		
Male	56	60.9
Female	36	39.1
<b>Total</b>	<b>92</b>	<b>100</b>
<b>Marital Status</b>		
Single	21	22.8
Married	68	73.9
Divorced	3	3.3
<b>Total</b>	<b>92</b>	<b>100</b>

<b>Faculty</b>		
Agriculture	7	7.6
Education	24	26.1
Health Sciences	14	15.2
Humanities and Soc. Sciences	8	8.7
Law	13	14.1
Management Sciences	20	21.7
Natural and Applied Sciences	6	6.5
<b>Total</b>	<b>92</b>	<b>100</b>
<b>Rank</b>		
Professor	2	2.2
Associate Prof/ Reader	3	3.3
Senior Lecturer	4	4.3
Lecturer I	28	30.4
Lecturer II	37	40.2
Assistant Lecturer	6	6.5
Graduate Assistant	12	13.0
<b>Total</b>	<b>92</b>	<b>100</b>
<b>Highest Qualification(HQ)</b>		
BSc	16	16.3
MSc	44	45.7
PhD	32	33.7
<b>Total</b>	<b>92</b>	<b>100</b>
<b>Length of Service</b>		
Less than 5 years	63	68.5
6-11 years	27	45.7
11 years and Above	2	33.7
<b>Total</b>	<b>92</b>	<b>100</b>

Table 2 above shows the profile of the respondents that participated in the study. The profile includes Sex (Male 56(60.9%); and Female 36(39.1%), Marital Status (Single 21(22.8%); Married 68(73.9%); and Divorced 3(3.3%), Faculty (Agricultural 7(7.6%); Education 24(26.1); Health Sciences 14(15.2%); Humanities 8(8.7); Law 13(14.1); Management Sciences 20(21.7%); and Natural and Applied Sciences 6(6.6%), Rank (Professor 2(2.2%); Assistant Professor/ Reader 3(3.3%); Senior Lecturer 4(4.3%); Lecturer I 28(30.4%); Lecturer II 37(40.2%); Assistant Lecturer 6(6.5%); Graduate Lecturer 12(13.0%), Highest Qualification (BSc 16(16.3%); MSc 44(45.7%); and PhD 32(33.7%), Length of Service (Less than 5 Years 63(68.5%); 6-11 Years 27(45.7%); 11years And Above 2(33.7%).



**Research Question One:** What is lecturers' perception on availability of facilities in Al-Hikmah University?

Table 3:

## Lecturers' Perceived Availability on Health Facility

S/N	Item	N	SA (%)	A (%)	D (%)	SD (%)	Remark
1	Availability of clinic in the University.	92	66(71.7)	22(23.9)	2 (2.2)	2 (2.2)	Agreed
2	The clinic is equipped with personnel.	92	46(50.0)	42(45.7)	1(1.1)	3(3.3)	Agreed
3	There is a sick bay in the University clinic.	92	51(55.4)	36(39.1)	5(5.4)	0(0.0)	Agreed
4	Regular provision of drugs in the University clinic.	92	52(56.5)	35(38.0)	3(3.3)	2(2.2)	Agreed
5	Availability of first aid box in the University clinic.	92	48(52.2)	39(42.4)	5(5.4)	0(0.0)	Agreed
6	Regular participation of staff in exercise activities.	92	53(57.6)	34(37.0)	3(3.3)	2(2.2)	Agreed

## Lecturers' Perceived Availability on Internet Facility

S/N	Item	N	SA (%)	A (%)	D (%)	SD (%)	Remark
1	There is ICT in the university.	92	70(76.1)	20(21.7)	1 (1.1)	1 (1.1)	Agreed
2	Availability of computer and printer made available to the faculties.	92	42(45.7)	47(51.1)	3(3.3)	0(0.0)	Agreed
3	Availability of computer and printer made available to the departments.	92	49(53.3)	39(42.4)	4(4.3)	0(0.0)	Agreed
4	Lecturers have access to internet within the university.	92	49(53.3)	38(5.4)	5(5.4)	0(0.0)	Agreed
5	There is flash drive in the departments and faculties to store downloaded materials from internet.	92	46(50.0)	40(43.5)	6(6.5)	0(0.0)	Agreed

## Lecturers' Perceived Availability on Library Facility

S/N	Item	N	SA (%)	A (%)	D (%)	SD (%)	Remark
1	The university has a functional library.	92	62(67.4)	28(30.4)	1 (1.1)	1 (1.1)	Agreed
2	The university library is regularly supplied with current reading materials for staff and students to read.	92	52(56.5)	36(39.1)	3(3.3)	1(1.1)	Agreed
3	E-book materials are adequately made available in the university library.	92	51(55.4)	38(41.3)	3(3.3)	0(0.0)	Agreed
4	Books are released to staff on loan basis in adherence to the library procedure.	92	43(46.7)	44(47.8)	3(3.3)	2(2.2)	Agreed
5	Lecturers are able to collect relevant information from the university library to lecture	92	49(53.3)	37(40.2)	6(6.5)	0(0.0)	Agreed

Lecturers' Perceived Availability on Classroom Facility							
S/N	Item	N	SA (%)	A (%)	D (%)	SD (%)	Remark
1	Availability of classroom in the university.	92	63(68.5)	25(27.2)	3(3.3)	1 (1.1)	Agreed
2	Classrooms are spacious and well ventilated.	92	37(40.2)	53(57.6)	2(2.2)	0(0.0)	Agreed
3	Availability of suitable furniture in the classrooms.	92	57(62.0)	33(35.9)	2(2.2)	0(0.0)	Agreed
4	Classrooms have functioning fans.	92	44(47.8)	45(48.9)	2(2.2)	1(1.1)	Agreed
5	Availability of suitable facilities in the classroom (e.g. chairs, table, etc)	92	50(54.3)	39(42.4)	2(2.2)	1(1.1)	Agreed
6	Appropriate light in the classrooms.	92	42(45.7)	46(50.0)	3(3.3)	1(1.1)	Agreed

**Note:** SA =Strongly Agree; A=Agree; D=Disagree; SD= Strongly Disagree

Results presented in Table 3 above based on health facility shows that 66 of the respondents strongly agreed with the statement that there is availability of clinic in the University, 46 respondents also strongly agreed that the clinic is equipped with personnel. Likewise, 51 respondents strongly agreed that there is sick bay in the university clinic and 52 respondents strongly agreed that regular provisions of drugs are in the University clinic, 48 respondents strongly agreed that there is availability of first aid box in the University clinic. Finally, 53 respondents strongly agreed that there is regular participation of staff in exercise activities. Results on internet facility revealed that the respondents are satisfied with the internet facility where 70 of the respondents strongly agreed with the statement that there is ICT in the University, 42 respondents also agreed that there is availability of computer and printer to the faculties and 49 respondents also strongly agreed that there is availability of computer and printer available in the departments. Likewise, 49 respondents strongly agreed that lecturers have access to internet within the university. Finally, 46 respondents strongly agreed that there is flash drive in the departments and faculties to store downloaded materials from internet.

Also, results presented based on library facility shows that 62 of the respondents strongly agreed with the statement that the University has a functional library, 52 respondents also strongly agreed that the University library is regularly supplied with current reading materials for staff and students to read. Likewise, 51 respondents strongly agreed that E-book materials are adequately made available in the University library, 43 respondents agreed that books are released to staff on loan basis in adherence to the library procedure. Finally, 49 respondents strongly agreed that lecturers are able to collect relevant information from the University library to lecture students. Finally, results presented on classroom facilities indicate that 63 of the respondents strongly agreed with the statement that there are availability of classrooms in the University, 37 respondents also agreed that the classrooms are

spacious and well ventilated. Likewise, 57 respondents strongly agreed that there is availability of suitable furniture in the classrooms, 44 respondents agreed that classrooms have functioning fans, 50 respondents strongly agree that there is availability of suitable facilities in the classroom (e.g. chairs, table, etc) and finally, 42 respondents agreed that there is appropriate light in the classrooms.

**Research Question Two:** What are the challenges associated with the availability of facilities in Al-Hikmah University?

Table 4:  
Challenges Associated with Availability of Educational Facilities in Al-Hikmah University

S/N	Item	N	SA (%)	A (%)	D (%)	SD (%)	Remark
1	Insufficient funds	92	65(70.7)	17(18.5)	8 (8.7)	2 (2.2)	Agreed
2	Utilization level of facilities is low.	92	37(40.2)	47(51.1)	6(6.5)	2(2.2)	Agreed
3	Poor maintenance culture	92	27(29.3)	42(45.7)	21(22.8)	2(2.2)	Agreed
4	Issue of theft	92	28(30.4)	38(41.3)	22(23.9)	4(4.3)	Agreed

The results presented in table 4 shows the challenges associated with availability of educational facilities in Al-Hikmah University as suggested by the majority of the respondents. Specifically, 65 respondents strongly agreed that there is insufficient fund while 37 respondents strongly agreed that the utilization level of facilities is low. Also, 27 respondents strongly agreed that there is poor maintenance culture and 28 respondents strongly agreed that there is issue of theft.

**Research Question Three:** What are the measures that can be used to improve availability of educational facilities in Al-Hikmah University?

Table 5:  
Measures for Improving Availability Educational Facilities

S/N	Item	N	SA (%)	A (%)	D (%)	SD(%)	Remark
1	Sufficient funds.	92	65(70.7)	21(22.8)	6 (6.5)	0(0.0)	Agreed
2	Support from external bodies (e.g. NGO, philanthropist, companies & corporate organizations.	92	43(46.7)	35(38.0)	12(13.0)	2(2.2)	Agreed
3	Assistance from government agencies (e.g. TETFUND, PTDF, NITDA etc).	92	40(43.5)	34(37.0)	14(15.2)	4(4.3)	Agreed
4	Support from Alumni.	92	35(38.0)	42(45.7)	13(14.1)	2(2.2)	Agreed

The results presented in table 5 shows the measures for improve availability educational facilities in Al-Hikmah University as suggested by the majority of the respondents. The measures for improve include that 65 respondents strongly agreed

that there should be availability of sufficient funds. Also, 43 respondents strongly agreed that getting support from external bodies (e.g. NGO, philanthropist, companies & corporate organizations) and 40 respondents agreed that there should be assistance from government agencies (e.g. TETFUND, PTDF, NITDA). Finally, 35 respondents strongly agreed that there is support from alumni.

### **Additional Evidence from Qualitative Approach**

After the conduct of the interview with the Deputy Vice-Chancellor of Al-Hikmah University, data transcription and codification were carried out based on the three research questions generated for the study. On availability of facilities in Al-Hikmah University, the summary of the Deputy Vice-Chancellor's views are given below:

*“In Al-Hikmah University, we have facilities for academic and non-academic staff so that they can be efficient and effective in discharge of their duties. Specifically, we have internet facility that assists lecturers in doing research and other duties. On availability of library facility, I can say boldly that we have functional library that is well equipped with latest materials in all discipline. In the same vein, we have a functional health facility that is equipped with qualified and competent personnel to manage the place. Also, we have health policy programme called NHIS (National Health Insurance Scheme) that our staff are attached with so as to give them comprehensive health services. Lastly, we have modern classrooms on campus that are provided for effective teaching and learning.”*

Also, on challenges that are associated with the availability of facilities in Al-Hikmah University, the view of the Deputy Vice-Chancellor is given below:

*“Generally, there are challenges that are hobnobbing with the availability of facilities in Al-Hikmah University include financial hiccup, poor utilization of facilities and inadequate maintenance of existing facilities. Specifically, on financial constraint, our university is not buoyant like public universities, nevertheless, we make judicious use of the money we generate to provide facilities for both staff and students.”*

### **Discussion**

In line with the first research question of the study, it was found that there was availability of facilities as perceived by lecturers. Specifically, facilities such as health facility, internet facility, library facility and classroom facility were available for lecturers in the university. In the same vein, evidence from the interview conducted indicates availability of facilities for both lecturers and students in Al-Hikmah University. The finding is in sync with the work of Onokpaunu (2016) who

found that adequate and appropriate facilities are vital in the administration of a school. Facilities are needed for effective implementation of school policies. The current finding is also synonymous with the study conducted by Umeh (2012) which revealed that availability of facilities are key to achieving the goals and objectives of education. Facilities such as classroom, health and library are key to the success of primary, secondary and tertiary education. Also, Faremi, Adenuga and Ameh (2017) found that facilities are predictors of school success while Baker and Bernstein (2012) concluded that availability of educational facilities stimulates academic staff to be efficient and effective in school.

The second research question was based on the challenges associated with the availability of facilities in Al-Hikmah University. Evidence from quantitative approach the challenges associated with the provision of facilities include insufficient funds, the utilization level facility, poor maintenance culture, and issue of theft. In support of the foregoing, evidence from the qualitative approach showed that there are factors that hinder adequate availability of facilities in Al-Hikmah University. They are inadequate fund, poor utilization of existing facilities and theft. These findings are in tandem the study of Baker and Bernstein (2012) which revealed that poor infrastructure in education negatively affects the effectiveness of the school. Similarly, the study of McIntyre (2016) revealed that the poor condition of available of facilities do not only affect the academic effectiveness of students but also impact their health and psychological well-being. He further explained that facilities that are characterized by various forms of defects have both physical and psychological consequences on all categories of users. Therefore, for university facilities to provide necessary ease and well-being for students, staff, visitors and indeed all users, it is essential that appropriateness of availability facilities maintenance management sourcing strategy is deployed. The current study is also in consonance with the study of Siyanbola, Ogunmakinde and Akinola (2013) who found that inadequate facilities impede academic success. Faremi, Adenuga and Ameh (2017) and Goure (2011) established that inadequate facilities lead to inefficiency and ineffectiveness in school setting.

The third research question was based on the measures that can be used to improve availability of facilities in Al-Hikmah University. Findings from quantitative and qualitative methods employed for the study revealed several measures. Those measures include availability of sufficient funds, getting support from external bodies (NGO, philanthropists, companies and corporate organizations), assistance from government agencies such as Tertiary Education Trust Fund (TETFUND), Petroleum Technology Development Fund (PTDF) as well as support from alumni. These findings are in congruent with the study conducted by Agabi (2015) who found that adequate facilities are needed for the execution of school projects. Also, Agabi (2012) established that adequate facilities are needed to implement the school curriculum and ensure that the aims and objectives of education are achieved. Similarly, the current findings are in line with the resource-

based theory, which postulates that organizations compete against others on the basis of their resources and capabilities. An organization's competitors can be identified by the similarity of their products, resources, capabilities, and substitutes. The theory assumes that organizational decision to select and accumulate resources are economically rational and subject to limited information, biases and prejudices, and causal ambiguity. Causal ambiguity means that it is not known exactly how a resource leads to above-average performance for an organization (Amie-Ogan & Bikiya, 2020; Gao, Tate, Zhang, Chen & Liang, 2018; Peteraf & Bergen, 2003).

### **Conclusion and Recommendations**

Based on the findings of the study, answers were provided to the research questions raised for the study. Specifically, facilities such as health, internet, classroom and library were provided for the development of academic staff in the university. Thus, it can be concluded that educational facilities are indeed essential for the advancement of university system. If provided, it has the tendency to achieve the goals and objectives of school. Based on the findings of the study, following recommendations were made:

1. Management of Al-Hikmah University should ensure continuous stocking of library with updated books and materials. Specifically, the e-library section should be stocked with necessary gadgets for easy access to relevant materials by the lecturers.
2. The clinic of the university should be well maintained and equipped with adequate materials and health personnel.
3. Stakeholders should support in ensuring adequate provision of educational facilities through donations kind or cash so as to increase the availability of educational facilities.
4. There should be constant maintenance of existing classroom facilities and constructions of new ones.
5. The management of Al-Hikmah University should ensure constant equipment of school clinic for the benefit of lecturers and students.

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