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Facilities In Higher Education: Financing And Funding In Higher Education In Nigeria

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ABSTRACT

This paper examines the financing and funding facilities in Nigerian higher education institutions. Higher Education is viewed in Nigeria, as in many other developing nations, as a critical contributor to national development. This is because of the belief that economic and social developments are driven more by the advancement and the application of knowledge. Despite the sector's importance to national development, Nigerian universities, polytechnics, and colleges face persistent challenges of underfunding, inefficient resource allocation, and infrastructural decay. Traditional funding sources, primarily government allocations and TETFund interventions, remain inadequate to meet growing demands driven by expanding student populations and evolving educational needs. The study explores diverse funding streams, including student fees, internally generated revenue, private sector partnerships, and international grants, emphasizing the need for innovative and sustainable financing strategies. It also discusses the impact of funding shortfalls on facility quality, maintenance, and overall educational outcomes. The paper concludes by advocating comprehensive reforms in financial management, governance, and policy frameworks to enhance funding effectiveness and ensure the long-term viability of higher education infrastructure in Nigeria.

Keywords: Financing, Funding, Higher Education, Facilities

INTRODUCTION

Financing and funding of facilities in higher education institutions in Nigeria are central to the development and sustainability of the nation's tertiary education sector. Higher education plays a vital role in national development by producing skilled manpower and fostering research essential for economic growth and social progress. However, the ability of Nigerian universities, polytechnics, and colleges of education to fulfill this transformative role depends heavily on the availability of adequate financial resources. Persistent challenges such as underfunding and inefficient resource allocation have significantly constrained the quality and expansion of critical infrastructure within these institutions (Duku, 2023).

Historically, funding has primarily been sourced from government allocations through statutory bodies, including the National Universities Commission (NUC) and the National Board for Technical Education (NBTE). Despite interventions by organizations such as the Tertiary Education Trust Fund (TETFund), overall funding levels remain insufficient to meet the growing demands of expanding student populations and the urgent need for modern educational facilities (Duku, 2023; Iseolorunkanmi et al., 2021).

The inadequacy of traditional funding mechanisms has spurred calls for innovative financing strategies to complement government support. Such strategies may include increased private sector participation, philanthropic contributions, cost-sharing models, and enhanced internally generated revenue (Duku, 2023). The rise of private higher education institutions in Nigeria highlights the evolving dynamics of tertiary education financing, with tuition fees becoming a primary revenue source. This shift underscores the importance of adopting a diversified financing approach (strengthening public-private partnerships and encouraging community involvement) to address the funding shortfall in public institutions effectively (Duku, 2023; Hamidu, 2025). Sustainable financing must be a collaborative endeavor involving government agencies, institutional management, and external partners to ensure that facilities adequately support quality teaching, research, and student welfare.

Given the current funding challenges, comprehensive reforms in the financial management of higher education facilities in Nigeria are urgently needed. These reforms should prioritize education in national budgets, improve transparency and accountability in fund management, and implement strategic financial planning tailored to the unique needs of institutions (Duku, 2023; Offem et al., 2018). By addressing these structural issues, Nigerian higher education institutions can develop world-class facilities that significantly enhance learning outcomes. Improved infrastructure not only enriches the educational experience for students but also contributes meaningfully to national development by cultivating a skilled workforce capable of driving economic and social progress across the country (Offem et al., 2018).

FACILITIES IN HIGHER EDUCATION INSTITUTIONS IN NIGERIA

Facilities in higher education institutions refer to the physical spaces, resources, and infrastructure provided by universities, polytechnics, and colleges to support teaching, learning, research, and other academic activities. These facilities include classrooms, lecture halls, libraries, laboratories, computer centers, research institutes, auditoriums, and other specialized spaces designed to meet the educational and social needs of students, faculty, and staff. They are essential for creating an environment conducive to effective learning and academic success (Phung and Nguyen, 2023).

More broadly, facilities encompass not only academic buildings but also residential halls, cafeterias, recreational centers, sports complexes, and support services such as healthcare and information technology infrastructure. According to educational definitions, facilities include all material means mobilized for educational purposes (covering land, buildings, equipment, and technology) that enable institutions to fulfill their teaching, research, and community service missions.

Effective management and maintenance of these facilities are critical to sustaining the quality of higher education. Well-maintained and adequately equipped facilities provide a safe, comfortable, and inspiring environment that meets the physical and emotional needs of students and staff. This, in turn, supports improved academic performance, research output, and overall institutional reputation. In developing countries like Nigeria, challenges such as aging infrastructure, inadequate funding, and rapid student population growth make the provision and upkeep of facilities a pressing concern for higher education institutions (Gidanmana, 2020).

TYPES OF HIGHER EDUCATION FACILITIES

Facilities in higher education institutions are fundamental components that significantly influence the educational experiences of students and the effectiveness of teaching and learning practices. These facilities can be broadly classified into academic and non-academic (support) facilities, each serving distinct yet interrelated purposes in enhancing the educational environment.

Academic Facilities

Academic facilities in higher education institutions comprise the physical spaces, resources, and infrastructure essential for supporting teaching, learning, and research activities. These include classrooms and lecture halls equipped with modern audio-visual aids to enhance student engagement, libraries that provide access to extensive academic materials, computer labs offering necessary technology and software, and laboratories that facilitate practical training in scientific and technical disciplines. Additionally, specialized research centers support advanced interdisciplinary studies for faculty and postgraduate students. The availability of well-equipped academic facilities has been shown to positively influence student performance and satisfaction, underscoring their critical role in academic development and success (Adhikari, 2024; Ali, 2024).

Non-Academic (Support) Facilities

Non-academic facilities in higher education institutions refer to the physical spaces and resources provided to support aspects of student life and well-being outside formal academic activities. These include student housing, sports facilities, auditoriums, dining halls, health centers, and inclusive spaces like prayer rooms, all of which foster community, promote physical and mental health, support social interaction, and respect cultural diversity. Collectively, these facilities play a crucial role in enriching campus culture, meeting essential student needs, and improving student satisfaction, which is vital for retention and academic success (Mbazor, 2021).

CURRENT STATE AND CHALLENGES OF NIGERIA HIGHER EDUCATION FACILITIES

The current state of higher education facilities in Nigeria reveals a landscape marked by numerous challenges that inhibit the effective functioning and development of institutions. These challenges include inadequate funding, infrastructural decay, disharmony among stakeholders, and insufficient technological integration.

Inadequate Funding

One of the most critical challenges facing higher education in Nigeria is inadequate funding. Multiple studies and reports emphasize that insufficient financial resources severely limit the ability of universities to develop and maintain facilities, recruit qualified staff, and support research activities (Udida, Bassey, and Udofia, 2009; NUC, 2023). The dwindling level of public funding, despite rising demands and costs, has led to infrastructural decay and compromised institutional effectiveness. According to Ofor-Douglas (2023), poor financial resources lead to inadequate facilities and poor management of existing ones, thus compromising educational services and institutional effectiveness. Furthermore, Gberevbie et al. (2025) stress that funding deficiencies contribute to infrastructural decay, which ultimately affects academic quality and public perception of universities. Both federal and state universities suffer from grossly inadequate budgetary allocations, which affect the quality of education and the learning environment (NUC, 2023).

Infrastructural Decay and Inadequacy

The physical infrastructure in Nigerian HEIs is often obsolete, insufficient, or poorly maintained. Many universities face overcrowded lecture halls, outdated laboratory equipment, and limited access to modern technology (Federal Ministry of Education, 2009; Ogunode, 2021). About 15-30% of infrastructure and equipment in some institutions are non-functional or dilapidated, which negatively impacts teaching and research (Daramola et al., 2025). Frequent power outages and unreliable internet connectivity further exacerbate the problem, limiting access to digital learning resources crucial for contemporary education (Oyefara et al., 2022).

Academic Staff Shortage and Brain Drain

A shortage of qualified academic staff is another pressing issue. The issue of academic staff shortages has become increasingly critical in higher education, largely driven by the phenomenon of brain drain, where qualified educators relocate abroad in pursuit of better compensation and improved working conditions. This migration is motivated not only by higher salaries but also by enhanced opportunities for professional development and access to superior research facilities offered by foreign institutions (Smith

and Urquhart, 2018). The resulting depletion of experienced faculty members significantly undermines the quality of education, as it leads to larger class sizes, reduced academic supervision, and diminished research output (El-Tawy and Abdel-Kader, 2022). Moreover, the concentration of skilled educators in developed countries exacerbates global disparities in educational standards, hindering efforts to build robust education systems that meet contemporary demands (Heng and Doeur, 2024). Without adequate academic staffing, institutions face substantial challenges in delivering quality instruction and fostering environments conducive to academic growth and learning (Wike and Cahyasari, 2019).

FINANCING IN NIGERIAN HIGHER EDUCATION

The history of financing education in Nigeria can be traced back to the mid-19th century with the introduction of Western education. Initially, Christian missionaries were the primary financiers and providers of education, establishing schools and promoting literacy. This early phase was characterized by voluntary and religious funding sources rather than government involvement. However, after the Nigerian Civil War ended in 1970, there was a significant shift in educational finance. The government assumed control over primary and secondary education from voluntary agencies, marking the beginning of public sector dominance in education funding. Since then, the financing of education has become a collective responsibility shared among the three tiers of government (federal, state, and local), communities, corporate organizations, and affluent individuals in society (Suleiman et al., 2020).

The public sector remains the major provider and financier of education in Nigeria, primarily through taxes collected from citizens. These tax revenues are allocated across various sectors, including education. Despite this, the federal government has consistently spent less than 10% of its total budget on education since 1997, which is below the UNESCO recommended benchmark

of 26% (World Bank, 2017). Apart from government funding, other sources include tuition fees paid by students, endowment funds, and external aid in the form of equipment, manpower, and financial assistance from bilateral and multilateral organizations such as the World Bank, UNESCO, USAID, Ford Foundation, and the Petroleum Trust Fund (PTF) (Ubogu and Isreal, 2023).

One of the landmark developments in educational financing was the establishment of the Tertiary Education Trust Fund (TETFund) in the early 1990s. Originating from the Education Tax Fund Act of 1993, TETFund was created to address the decay of educational infrastructure and low morale among teachers and lecturers. It is financed by a 2% tax on the assessable profits of companies operating in Nigeria. The fund focuses on rehabilitating infrastructure, supporting research, and capacity building in tertiary institutions. This homegrown solution was a response to the challenges identified by the Gray Longe Commission, which reviewed the state of Nigerian higher education in 1990 and recommended dedicated funding mechanisms to restore quality and confidence in the system (Ubogu and Isreal, 2023).

Despite these funding efforts, Nigerian education has faced persistent challenges such as underfunding, resource shortages, and political interference. Scholars like Nwadiani (2012) have highlighted that while good educational policies are often formulated, their implementation is frequently undermined by inadequate budgetary allocations and lack of political will. For example, budgetary allocations to education have fluctuated and generally declined over the years, even as student enrollment increased dramatically. Between 2009 and 2013, federal allocations to universities showed a downward trend despite rising demand for tertiary education. This underfunding has led to poor remuneration for academic staff, dilapidated infrastructure, and limited capacity to expand access or improve quality.

Furthermore, there have been issues with the utilization of allocated funds. Reports indicate that billions of naira earmarked for education through TETFund and other sources have remained unaccessed or unutilized by institutions, exacerbating the crisis of inadequate funding. For instance, some universities had billions of naira in unclaimed funds despite facing severe infrastructural deficits. These funding gaps have contributed to strikes by academic staff unions and disruptions in the academic calendar, further undermining the quality and stability of higher education in Nigeria (Odigwe and Owan, 2019).

MAIN SOURCES OF FUNDING FOR HIGHER EDUCATION IN NIGERIA

Government Funding (Federal and State Allocations)

Government funding is a vital component for the sustenance and development of higher education in Nigeria. This funding is derived from budgetary allocations by both federal and state governments, specifically targeting public tertiary institutions. Federal universities receive primary financing from the federal government, while state-owned universities depend on state government allocations. For instance, the University of Ibadan receives substantial federal government support, whereas Lagos State University mainly relies on the Lagos State Government for its financial needs (Ubogu and Isreal, 2023).

However, despite being the largest source of funding, government allocations are often plagued by delays and inadequacies. Institutions frequently experience uneven distribution of funds, which exacerbates inequities in access to resources across various universities (Ugbudu and Ashir, 2021). A recent study indicated that only around 6.7% of Nigeria's annual budget is allocated to education, which aligns with UNESCO's recommendations for maintaining stability in educational systems (Okoli et al., 2024). Such financial challenges lead to infrastructural decay and negatively impact the quality of education in Nigerian institutions (Ugbudu and Ashir, 2021).

Tertiary Education Trust Fund (TETFund)

The Tertiary Education Trust Fund (TETFund) serves as a critical intervention agency established to address funding deficits in public tertiary institutions. Funded by a 2% education tax on the profits of registered companies in Nigeria, TETFund's primary role is to disburse supplementary funding for infrastructure development, research, and staff training (Fejoh, 2020; Ogunde et al., 2025). Its establishment was intended to enhance the quality of higher education by addressing immediate infrastructural needs, such as the construction of lecture halls and laboratories (Christianah and Olufunmilola, 2023; Onyeike and Eseyin, 2018). Many universities have successfully secured TETFund grants for various initiatives, significantly improving their educational offerings and research capabilities (Fejoh, 2020).

However, TETFund's interventions sometimes do not reach all intended beneficiaries uniformly, as competition for funds can be fierce among institutions (Christianah and Olufunmilola, 2023). Studies have shown that while TETFund aids in capital projects, many academic staff still face challenges related to research productivity, primarily due to bureaucratic hurdles in fund allocation processes (Igiri et al., 2021).

Student Fees and Levies

Student fees and levies represent another significant source of funding, primarily through payments for tuition, registration, and a variety of other services. State universities and most private institutions typically charge tuition fees, which can vary significantly from one institution to another. For example, Babcock University, a private institution, relies heavily on tuition payments, while public universities like the University of Lagos charge various fees, including examination and accommodation fees (Ubogu and Isreal, 2023). These payments are essential for covering operational costs and maintaining facilities, especially for institutions that do not receive adequate government funding. In some cases, the reliance on student fees can constrain access to education, particularly for lower-income families, thereby highlighting issues related to equity within the educational system (Nwadike, 2024). This dependence on student contributions has ignited discussions about the sustainability and affordability of higher education in Nigeria, emphasizing the need for reform in financing strategies (Okoli et al., 2024).

Internally Generated Revenue (IGR)

Internally Generated Revenue (IGR) encompasses the income universities produce through various entrepreneurial activities, consultancies, and commercial ventures. Universities engage in businesses such as guesthouses, printing services, and agricultural production to bolster their finances (Nwadike, 2024). For instance, the University of Lagos generates income through initiatives like "Unilag Water" and "Unilag Bread," which provide essential services while enhancing revenue streams (Ubogu and Isreal, 2023).

This strategy of generating internal funds is crucial, particularly as government allocations become increasingly insufficient. However, the success of IGR efforts can vary significantly between institutions, with some universities innovating effectively and others struggling to establish effective revenue-generating activities (Paul-Mgbeafulike and Udogu, 2023).

Grants, Endowments, and Donations

Grants, endowments, and donations from various sources (including individuals, alumni, and philanthropic organizations) also play a critical role in funding higher education. International bodies like UNESCO and the Ford Foundation offer research grants that support capacity-building initiatives within Nigerian universities (Jacob et al., 2023). Additionally, alumni contributions can bolster funding for specific projects or scholarships, helping to close the funding gap caused by inadequate governmental support (Onyeike and Eseyin, 2018). While these contributions can significantly enhance the financial capabilities of educational institutions, they often come with restrictions on their usage, further complicating the financial landscape of higher education in Nigeria (Jacob et al., 2023). Institutions must navigate these complexities to optimize their funding sources and ensure they serve the educational needs of their students effectively.

Private Sector and Public-Private Partnerships (PPP)

Public-Private Partnerships (PPPs) are collaborative arrangements involving private entities financing and operating educational infrastructure in conjunction with public institutions. This model of funding is increasingly important, particularly as government funding continues to diminish (Paul-Mgbeafulike and Udogu, 2023). Companies like MTN and Shell Nigeria have financed various projects, including the construction of hostels and laboratory facilities within Nigerian universities (Desfontaines et al., 2021). Nevertheless, the success of PPPs depends on clear regulatory frameworks and mutual benefits for both the public and private sectors. Some critics argue that PPPs may lead to profit-oriented motives overshadowing educational values, raising concerns about the quality and accessibility of education within these collaborative models (Accord, 2020).

CHALLENGES IN FINANCING FACILITIES IN NIGERIAN HIGHER EDUCATION

The financing of higher education in Nigeria faces numerous challenges that significantly hinder the development and maintenance of educational facilities. Key issues include inadequate and inconsistent government funding, corruption and mismanagement, political and economic factors affecting funding, limited internally generated revenue (IGR), and poor participation of the private sector.

Inadequate and Inconsistent Government Funding

One of the foremost challenges is the insufficient and erratic funding provided by the government. Historically, budgetary allocations to the education sector have been inadequate, resulting in poor infrastructure and limited resources for higher education institutions (Ubogu and Isreal, 2023). This lack of financial support undermines the quality of education and hampers the operational capacity of institutions, creating environments that fail to meet students' needs (Jacob et al., 2023). Additionally, fiscal constraints and shifting government priorities often cause erratic funding cycles, disrupting long-term planning and infrastructure development (Iyoboyi et al., 2023). The persistent underfunding has forced many Nigerian universities to operate with deteriorating facilities and obsolete equipment, further exacerbating the crisis (The Nation, 2025).

Corruption and Mismanagement

Corruption and poor financial management critically undermine the effective disbursement and utilization of educational funds. Corrupt practices lead to the misappropriation and wastage of resources meant for educational facilities (Danjuma et al., 2018). The lack of transparency and accountability in financial governance further weakens institutional capacity to deliver quality education (Mbasiti et al., 2021). Inefficient management of internally generated revenue compounds these problems, as funds are often poorly allocated and inadequately accounted for (Omosidi et al., 2020).

Political and Economic Factors Affecting Funding

Political instability and economic challenges also complicate the financing landscape. A lack of political will and commitment to education funding results in persistent underinvestment (Jacob et al., 2023).

National policy frameworks often prioritize debt servicing and other sectors over education, reflecting systemic failures to elevate education as a national priority (Iyoboyi et al., 2023). These political and economic dynamics create significant barriers to leveraging higher education as a driver for economic growth (Ogar et al., 2023).

Limited Internally Generated Revenue (IGR)

Many Nigerian universities struggle to generate sufficient internal revenue due to limited entrepreneurial initiatives and ineffective financial management (Ugbudu and Ashir, 2021). Consequently, institutions remain heavily dependent on government funding, which is often inadequate and unreliable. The lack of innovative mechanisms to boost IGR restricts universities' ability to upgrade facilities and enhance educational quality (Eli-Chukwu et al., 2022). This overreliance on state funding without robust internal revenue strategies deepens the financing challenges (Dele et al., 2023).

Poor Participation of the Private Sector

The private sector's role in financing higher education in Nigeria is relatively limited, despite its potential to contribute significantly. Akinwalere notes several barriers, including regulatory constraints, high tuition fees, and a lack of government incentives for private investments, which deter private sector involvement in funding higher education (Akinwalere, 2023). Moreover, Jacob et al. emphasize that without a conducive environment for private investment, the responsibility of financing education remains predominantly with the government, which is often unprepared, leading to further crises in educational facilities (Jacob et al., 2023). The lack of collaboration between public and private entities results in missed opportunities to improve educational infrastructure, thereby perpetuating the cycle of underdevelopment in Nigeria's higher education system.

IMPACT OF UNDERFUNDING ON THE QUALITY AND MAINTENANCE OF FACILITIES IN NIGERIAN HIGHER EDUCATION

The challenge of financing facilities in Nigerian higher education significantly affects the quality and upkeep of educational infrastructure, which in turn influences the overall learning environment. Chronic underfunding pervades tertiary institutions, leading to severe deterioration of physical infrastructure such as classrooms, laboratories, hostels, and libraries. The absence of planned maintenance and inadequate policies exacerbate these issues, resulting in dilapidated conditions that hinder academic activities (Aghimien et al., 2018; Abdullahi and Zahari, 2019). Research clearly shows a direct correlation between maintenance budgets and the condition of university structures; insufficient funding accelerates infrastructural decline (Christian et al., 2024; Abdullahi and Zahari, 2019). Without regular inspections and preventive care, university facilities fall into disrepair, increasing safety risks for both students and staff (Ihekwoaba et al., 2019; Singh and Singh, 2022).

Deterioration of Infrastructure and Facilities

The state of facilities in Nigerian universities is alarming. Many institutions grapple with overcrowded lecture halls and deteriorating accommodation facilities (Abdullahi and Zahari, 2019; Ogunode and Ahmad, 2023). This decline is often traced to insufficient maintenance funding and the absence of a strong maintenance culture. Universities tend to adopt reactive rather than proactive maintenance strategies due to inadequate resources and poor management practices (Ogunode and Ahmad, 2023; Ukpabio et al., 2023). The lack of supervision and qualified personnel further compounds these problems, leading to neglected repairs and a decline in facility quality, which undermines effective educational delivery (Aghimien et al., 2018; Singh and Singh, 2022). Institutions must adopt a forward-thinking approach to infrastructure upkeep to foster a supportive and functional learning environment.

Inadequate Maintenance Culture and Poor Management

Underfunding has fostered a poor maintenance culture within Nigerian universities. Many institutions operate without comprehensive maintenance management frameworks, resulting in ineffective upkeep strategies (Singh and Singh, 2022; Ofor-Douglas, 2023). This poor management is often characterized by inadequate staffing and a disconnect between facility managers and university administration (Ogunode and Ahmad, 2023). Consequently, maintenance efforts are frequently delayed, allowing infrastructure to further deteriorate. Universities struggle to implement sustainable maintenance practices and often neglect

the necessity of regular inspections and strategic planning that could improve facility usability (Christian et al., 2024; Ofor-Douglas, 2023).

Negative Effects on Teaching, Learning, and Research

The link between facilities and academic performance is well established. Poor infrastructure directly diminishes the quality of teaching, learning, and research outcomes (Abdullahi and Zahari, 2019; Ofor-Douglas, 2023). Laboratories lacking functional equipment, overcrowded lecture halls, and substandard housing negatively impact student engagement and overall educational experiences (Saidu and Mamun, 2022; Mills and Branford, 2022). These deficiencies deter both students and faculty from fully engaging in academic activities, creating a disconnect between classroom learning and practical application (Singh and Singh, 2022; Mills and Branford, 2022). A conducive academic environment is essential for fostering innovation and achieving educational goals aligned with sustainable development (Aghimien et al., 2018).

Financial Constraints and Limited Revenue Generation

Many Nigerian universities rely heavily on government funding, which is often insufficient and irregular, limiting their ability to allocate adequate funds for facility maintenance (Saidu and Mamun, 2022; Ofor-Douglas, 2023). Financial constraints are compounded by limited internally generated revenue, which is frequently mismanaged or inadequate to meet growing maintenance demands (Ogunode and Ahmad, 2023). Research suggests that financial policies must prioritize sustainable revenue generation to overcome the fiscal challenges impeding infrastructure upkeep (Ogunode and Ahmad, 2023). Without viable financial strategies, public universities struggle to maintain academic standards and invest in essential infrastructure development (Singh and Singh, 2022; Mills and Branford, 2022).

STRATEGIES FOR IMPROVING FINANCING AND FUNDING OF FACILITIES

Diversification of Funding Sources

Diversifying funding sources is a critical strategy to reduce overreliance on a single income stream, particularly government allocations, which are often insufficient and inconsistent. Nigerian higher education institutions can explore multiple revenue streams such as tuition fees, internally generated revenue (IGR) from entrepreneurial ventures, alumni contributions, endowments, and fundraising activities. By broadening the financial base, universities can enhance their financial resilience and secure more stable funding for infrastructure development and maintenance. This approach also encourages innovation in income generation, enabling institutions to invest in modern facilities and improve educational quality (Atoyan et al., 2021).

Strengthening Governance and Financial Accountability

Effective governance and stringent financial accountability mechanisms are essential to ensure that allocated funds are utilized efficiently and transparently. Strengthening governance involves establishing clear policies, robust financial controls, and regular audits to prevent corruption, mismanagement, and wastage of resources. Transparent reporting and stakeholder engagement enhance trust and encourage further funding from donors and government bodies. Institutions that demonstrate accountability are more likely to receive sustained funding and support, which is crucial for the upkeep and expansion of educational facilities (Hong, 2023).

Encouraging Private Sector Participation and Partnerships

The private sector can play a transformative role in financing higher education facilities through public-private partnerships (PPPs), corporate social responsibility (CSR) initiatives, and direct investments. Encouraging private sector involvement helps to mobilize additional resources, bring in technical expertise, and foster innovation in infrastructure development. PPPs, for example, can facilitate the construction and management of hostels, laboratories, and lecture halls, reducing the financial burden on public institutions. Creating an enabling environment with clear regulatory frameworks and incentives is vital to attract and sustain private sector engagement.

CONCLUSION

The financing and funding of facilities in Nigerian higher education are pivotal to the sector's ability to provide quality education and foster national development. Persistent underfunding, coupled with

inefficient management and limited diversification of revenue sources, has led to widespread infrastructural decay and compromised academic environments. While government funding and TETFund interventions remain foundational, they are insufficient to meet the sector's growing demands. Sustainable improvements require a multifaceted approach that includes diversifying funding sources, strengthening governance and accountability, encouraging private sector engagement, leveraging international collaborations, and implementing sound policy reforms. Only through coordinated efforts among government, institutions, private partners, and international stakeholders can Nigerian higher education institutions develop and maintain world-class facilities that support effective teaching, research, and student success.

RECOMMENDATIONS

Based on the examination of financing needs for higher education institutions in Nigeria, the following recommendations are proposed to improve funding and ensure sustainable development:

- i. Higher education institutions should not rely solely on government budgetary provisions. Instead, they must adopt innovative and entrepreneurial approaches to generate additional funds independently.
- ii. Management teams should proactively seek funding from private sector partnerships and innovative research collaborations, leveraging opportunities beyond traditional government support.
- iii. There should be effective deregulation of tertiary education to encourage Public-Private Partnerships (PPP), which can provide additional financial resources and improve infrastructure development.
- iv. Allocated funds must be strictly used for their designated purposes. Misappropriation or diversion of public funds by officials or administrators should be prevented through rigorous monitoring by agencies such as the Economic and Financial Crime Commission (EFCC).
- v. The federal government should meet international standards by allocating at least 26% of the national budget to education, as recommended by UNESCO, to adequately support infrastructure and quality improvements.

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